



Preparing Teachers for Diversity: the Role of Initial Teacher Education

Annex 2: Case study summaries

Written by:



EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate B – Youth, Education and Erasmus+

Unit B.2 – Schools and multilingualism

*European Commission
B-1049 Brussels*

Preparing Teachers for Diversity: the Role of Initial Teacher Education

***Annex 2 to the Final Report to DG Education,
Youth, Sport and Culture of the European
Commission***

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Luxembourg: Publications Office of the European Union, 2017

ISBN: 978-92-79-63798-8

DOI: 10.2766/55130

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Acknowledgements:

The team responsible for this report would like to thank all the interviewees, experts and officials from the European Commission, Member States and international organisations who contributed their time and expertise and provided assistance during the research process. We are especially grateful to the participants of the validation workshop, whose feedback and comments helped to improve this report. We also gratefully acknowledge the advice and useful comments from Dr Hasan Aydin on earlier versions of this report, and the work of Ms Siobhan Denham on editing and proofreading the final version of this report.

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Case Study 1: Switzerland – ‘Nightingale’ – a Mentoring and Integration project

Context

The Nightingale¹ mentoring programme was inspired by the Perach project, founded in 1972 in Israel, and was established in 1997 at the University of Malmö in Sweden. In 2006, Nightingale was implemented in seven European countries through the EU network ‘Mentor Migration’, financed by the EU programme Comenius 2.1. Since then, the Nightingale programme has expanded both nationally and internationally to more than 20 sites. To facilitate the cooperation between all Nightingales in Europe, the ‘Nightingale Mentoring Network’ was initiated in 2010.

Since 2007, Nightingale has been part of teacher education at the University of Teacher Education in Zug (*Pädagogische Hochschule, PH Zug*). It is financed by the Integration Programme of the Canton of Zug, as well as by the cantonal educational department (*Stadtschulen Zug*) and PH Zug itself. Nightingale takes part in the second year of the teacher education programme.

The main purpose of Nightingale is to contribute to the development of student teachers’ cross-cultural understanding and intercultural learning through mentoring socially and ethnically diverse children. It also seeks to facilitate contacts between university students and school children, linking the gap between theory and practice in teacher education.

Short description

In the Nightingale programme, a student from the PH Zug (11 participants in 2016/2017) gets paired with a 8-12 year-old child from a primary school with a large number of children with a migrant and/or minority background. The mentor and the child get together for approximately two to three hours per week over a period of seven to eight months. During these informal meetings, the mentor and the child participate in everyday activities together (e.g. go to the zoo, the cinema, do sports together).

Nightingale is based on the idea of ‘mutual benefit’ – for both children and student teachers. The mentor acts as a positive role model by establishing a personal relationship with the child. This in turn helps strengthen the child’s personal and social confidence. The overall aspiration of the project is that mentor and children are able to make marked progress both inside and outside of school, and that a broader range of young adults will apply for higher education.

Nightingale provides future teachers with a unique opportunity to get to know an individual child (and his/her family) outside the classroom. During the whole duration of the programme, there are five meetings where the students are taught certain theoretical topics (such as intercultural communication, individual perception, working with parents, etc.).

Since 2007, there have been around 12 ‘tandems’ each year joining Nightingale, including around 80 students and 80 children having participated up to now.

Evidence on effectiveness

The Nightingale programme was found to have the potential to develop student teachers’ teaching-specific competences (Leutwyler, 2014a). Interviews with former mentors show that being a mentor had a great influence in their cross-cultural understanding and teaching style. However, participating in the mentoring programme does not automatically lead to specific benefits. Teacher education needs to specify the learning opportunities and to guide reflections before, during and after the project, in order to embed it more clearly in the teacher education programme (Leutwyler, 2014a).

¹ See: www.nightingalementoring.org. Accessed 01.11.2016.

Another programme evaluation (Leutwyler et al., 2014b) showed that the one-to-to setting (one mentor with one child) is unique and very valuable for the mentors. The mentors explained the importance of this learning setting with reference to the exclusive focus on the child and its development in an extracurricular context. However, the data also showed that there was no consistent strategy on how mentorship should perform, and sometimes student teachers were unsure of their roles as mentors. Following the evaluations, reflective exercises (both written and in the form of discussions) on the development of student teacher professional competences were introduced into the programme.

The following table provides a comparison of three different approaches to capture the benefit of the programme for the mentors.

The mentors' motivation: ascribed potential	Retrospective self-reports: perceived benefits	Hypothetical dilemma situation: Changes in intended reactions
Benefits in terms of social insight		
<ul style="list-style-type: none"> • interest in gaining an insight into an unfamiliar, foreign or new culture; • interest in gaining experiences in dealing with people from a different cultural background than their own 	<ul style="list-style-type: none"> • increased knowledge about unknown cultural and social backgrounds and enhanced intercultural learning; • increased awareness that context matters 	<ul style="list-style-type: none"> • more explicit perception that a specific action can have very different meanings in different contexts
Benefits in terms of social and instructional skills		
<ul style="list-style-type: none"> • motivation to build a relationship with one individual child: better understanding of how children think and what children like to do; • expectation to improve communication skills 	<ul style="list-style-type: none"> • better understanding of the 'children's world', of their perceptions and interests; • broader experience of communicating with parents – especially with parents with different backgrounds than one's own 	<ul style="list-style-type: none"> • stronger and more explicit consideration of the children's perspective
Benefits in terms of self-esteem as future educators		
<ul style="list-style-type: none"> • [no respective developments expected] 	<ul style="list-style-type: none"> • increased confidence to establish a good relationship with children who were unknown and unfamiliar 	<ul style="list-style-type: none"> • clearer position about how to react
Benefits in terms of personal development		
<ul style="list-style-type: none"> • [no respective developments expected] 	<ul style="list-style-type: none"> • increased reflection on one's own approaches and prejudices; • increased openness, tolerance, flexibility, or appreciation of cultural diversity 	<ul style="list-style-type: none"> • [no respective changes visible]

Source: authors, adapted from Leutwyler et al. (2014b).

The interviewees also report the positive impact of the project on school children. Thanks to Nightingale, they integrate more easily in schools. This has a positive effect on their learning situation, socialisation and cooperation with school friends and classmates. Pupils lose their fear of contact with external (beyond the school) facilities, gain confidence and get higher aspirations about their future. They also improve their language skills, as they are supported in a one-to-one setting by the students. The mentor also serves as an important cultural mediator for the parents.

The cooperation with different stakeholders is one of the strengths of the programme. PH Zug works together with a local school and the Nightingale Mentoring Network, which supports

annual conferences and international exchanges.

However, the fact that the programme is not embedded explicitly in the ITE programme, and is not mandatory for all, affects the number of student teachers willing to act as mentors. Moreover, due to the full timetable and a high work-load of student teachers, the tandems sometimes have little time to organise joint activities frequently enough.

Key success factors

Strong partnerships are key success factors for the effective implementation of the programme. Since Nightingale thrives on the relationships of the tandems, a good cooperation and information flow between all partners is important. The regular coaching for the students is also crucial and valuable. The students have to be motivated to reflect their work and process. It takes a dedicated work of the project manager at PH Zug. The coordinator must be available and accessible for questions of the parents, children, teachers and mentors. This emphasises the importance of the commitment and competences of the project implementers. Moreover, good information exchange between the university and school on the profiles of participants help to match mentors and mentees in a better way.

Specifying the learning opportunities and guiding students' reflections before, during and after the project were emphasised by the evaluation studies as important factors to ensure an even higher impact on the mentors (Leutwyler et al., 2014a; 2014b).

Transferability

According to the programme coordinators at PH Zug, the programme could be transferred (with small adaptations to the local contexts) quite easily to other institutions, countries, target groups, etc. In Sweden, for example, several variations of the Nightingale programme were developed (e.g., with handicapped children or refugees as mentees, or with seniors as mentors).

References and list of interviews

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Leutwyler, B., Aegerter, M. & Meierhans, C. (2014a). "Nightingale" in Teacher Education: A focus on the mentors. Learning processes and impact analysis', *La Famiglia*, Vol. 48, No. 258, pp. 281-305.

Leutwyler, B., Aegerter, M. & Meierhans, C. (2014b). «Nightingale» in Teacher Education: Program Evaluation. Research article. Zug: Institute for International Cooperation in Education at the University of Teacher Education Zug.

Interviews:

- Former programme manager of the Nightingale mentoring and integration project (2010-2016) at PH Zug, Switzerland
- Principal for all schools of Zug, Switzerland
- School coordinator of the school of Guthirt in Zug, Switzerland. The School of Guthirt is the cooperating partner of the Nightingale mentoring project in Zug.

Case Study 2: Cyprus – ‘Multi-perspectivity and intercultural dialogue in education’ (MIDE)

Context

The project was designed by a bi-communal² team of history educators and historians working for the Association for Historical Dialogue and Research³ (AHDR), an NGO created as a result of an inter-communal grassroots initiative for promoting critical historical thinking.

Funding came from UNDP-ACT (Action for Cooperation and Trust) and USAID (with partial support from the European Commission with regards to the project’s research component) (Councell, et al. 2013).

The project targeted educators⁴, school students, policy makers and academics from all communities of Cyprus. It lasted 27 months and was discontinued in July 2013 when the funding period ended.

Short description

The MIDE project aimed to “address the needs of educators, practitioners and other stakeholders engaged in examining the linkages between education and intercultural dialogue, multi-perspectivity⁵ and co-operation”.

The physical and cultural division of the island since 1974 has reinforced the ethnic homogenisation of the communities, as well as ‘ethnic estrangement’ (Bryant, 2004). This phenomenon encouraged nationalist images and competing versions of history, identity, and intended futures (Papadakis, 2003; 2006). Educational systems have always been separate (Trimikliniotis, 2004), so Greek and Turkish-Cypriot educators never had the chance to be educated together. These separate education structures cultivated ethnic self-containment, and encouraged dependencies on the respective ‘motherlands’ (Greece and Turkey) for policies, orientations, and teaching material (Koutselini-Ioannidi and Persianis, 2000).

History teaching has been one-sided, mono-perspective and monophonic, overemphasising certain events and silencing other (Papadakis, 2006). Accordingly, the pedagogy underpinning these traditional approaches has been conservative and monophonic, favouring the teacher-centred instruction and the transmission of ready-made knowledge without active student inquiry and critical thinking.

To address this gap, MIDE aimed to develop new education material and organise joint teacher education seminars. The educational material produced by the project was designed having in mind all communities of the island. Educational resources were made available in English, Greek and Turkish. For the first time, the material looked at social history and oral history, and the ways in which different ethnolinguistic communities used to live together, interact and collaborate on the island⁶. The material produced encouraged multi-perspectivity, included the approaches of different communities and actors and encouraged a critical and historically

² The two main ethnic communities recognised by the constitution of the Republic of Cyprus (1960) are Greek-Cypriots and Turkish-Cypriots. A bi-communal team consists of members from both communities, from both sides of the divide, south and north respectively.

³ For more information see AHDR’s website: <http://www.ahdr.info/home.php>. Accessed 01.02.2017.

⁴ Although teacher education activities were not especially designed for the purposes of ITE, many of the educators participating in the seminars were either (a) undergraduate students of education departments north and south in their final years of study or (b) graduates from education, history or other humanities and social studies departments that were not working in education yet, but were aspiring for an educational career.

⁵ It defined multi-perspectivity as “an approach in understanding, which takes into account other perspectives and demonstrates a willingness to regard a situation from a different point of view”. See: http://www.cy.undp.org/content/cyprus/en/home/operations/projects/action_for_cooperation_and_trust/multi-perspectivity-and-intercultural-dialogue-in-education--mide.html. Accessed 01.02.2017.

⁶ It is also important to note that the aspects of Cyprus past that were under investigation were not necessarily sensitive or controversial, enabling a first encounter with the approach without tensions.

sensitive engagement with these different voices and perspectives.

Common teacher education seminars were organised for Greek and Turkish Cypriots. These seminars created the opportunity for them to work together in the same sessions and discuss sensitive issues around the teaching of Cypriot history, as well as their own perceptions and difficulties in approaching such topics.

Evidence on effectiveness

The main outcomes of the project were 33 educational booklets⁷; more than 600 teachers trained in all districts of the island; many outreach activities⁸; and a policy forum followed by a Policy Paper on Education⁹.

Educational authorities on both sides seem to have gradually adopted the idea of multi-perspectivity¹⁰, while other educational actors seem to have started using the idea of multi-perspectivity both in the North and South in their rhetoric.

Interviewees emphasised the social contribution of AHDR and the MIDE project. It helped to legitimate the discourse on peace and reconciliation within Cypriot educational debates in the North and South, has created a space and a community of like-minded actors and has prevented public debates from sliding down to nationalism, prejudice and hostility.

However, little has been achieved to mainstream the project booklets for teachers and student teachers due to the lack of collaboration with the Ministry of Education, which would be in a position to legitimate and mainstream the use of the material, fund its production and effective dissemination, and organise extensive teacher trainings. There is hope that with the ongoing peace negotiations, and especially with the establishment of a bi-communal Technical Committee for Education in order to discuss matters of education in a bi-communal federal state, the atmosphere will become more conducive for this kind of material to be embraced by central educational authorities on both sides.

Other factors that limited the effective implementation and mainstreaming of the project results included:

- Limited evaluation of impact: lack of a systematic evaluation of the extent to which the material was used as well as the ways in which it was used and the impact it had on changing established practices. The evaluation of the impact of the project would have been more meaningful and effective if it left considerable time for teachers to familiarise themselves and try out the material in their classes.
- Not enough trainers: most of the actors in MIDE and the AHDR Board were already employed full-time and had to work in their free time to prepare the educational material and conduct the training seminars.
- Preaching to the choir: people who are interested in taking part are usually open-minded teachers who have already embraced such ideas, in terms of teaching pedagogy and pro-reconciliation stances.
- Teachers' resistance: some of the participating teachers found the material controversial. In addition, mostly because of the traumas from the conflict, they did not feel ready to challenge the dominant narratives and methodologies in their classrooms.
- The role of the teacher trade unions: while in the North the teacher trade unions were

⁷ For a list of the supplementary educational material produced see: http://www.ahdr.info/educational_materials.php. Accessed 08.11.2016.

⁸ See for example <http://www.ahdr.info/viewarticlesub.php?scid=25>; <http://www.ahdr.info/viewarticlesub.php?scid=65>. Accessed 08.11.2016.

⁹ See: <http://www.ahdr.info/viewarticlecat.php?cid=38>; and the video animation <https://youtu.be/HP7zdLMprjU>. Accessed 08.11.2016.

¹⁰ See for example the yearly objectives of the Ministry of Education and Culture for 2016-2017 at: <http://www.moec.gov.cy/stochoi/index.html> and <http://enimerosi.moec.gov.cy/archeia/1/ypp4467c>. Accessed 08.11.2016.

particularly enabling (in terms of recruitment, dissemination, offering venues for events etc.), in the south, they appeared more reluctant.

Although the work undertaken by AHDR was truly innovative and ground-breaking, the successful implementation of such initiatives depends on stakeholders taking seriously into account the context in which the initiatives are to operate.

Research has shown the well-entrenched 'conflict ethos' in Greek-Cypriot education (Charalambous 2013, Charalambous, et al. 2016; Zembylas, et al. 2011a; Zembylas, et al. 2011b), which has taken decades to be established and become part of the pedagogic 'habitus' of teachers. It may take an equally long time to be undone and deconstructed. For this reason, such initiatives seem to require a more serious and long-term engagement with teachers so that trainings manage to be transformative in terms of beliefs, orientations and practices.

Key success factors

This first organised attempt for reforming history teaching towards the direction of critical thinking and reconciliation was a local grass-root initiative (rather than a top-down measure). The organisers, peace activists from the North and South, became the agents of change. This was important for the relevance of the project to the needs of communities.

The project evaluation and interviews identified the following success factors that helped to achieve the expected results and initiate the dialogue at the policy level:

- Skilled and internally motivated people: all participants recruited for the activities were academically skilled and had a genuine interest both in education and in the peace building process.
- A culture of cooperation and dialogue: good collaboration between the members of the bi-communal team was important for the delivery of the project results.
- Local teachers taking part in the material production: this helped to make the material relevant for the local needs, problems and realities.
- Effective and credible international partners: internationally recognised academics were involved in both the material production and the trainings in order to ensure academic quality, pedagogic effectiveness as well as lack of ideological prejudices.
- Establishment of the Home for Cooperation: a shared 'third space' in the buffer zone that hosted the activities and provided visibility for the initiative. Furthermore, with the Home for Cooperation, the Association has a permanent and visible presence and continuously offers programs in the area of history and education, which also contributes to the sustainability of the produced results.

Transferability

The project could potentially be implemented at the national level if peace negotiations continue making significant progress and that political solution to the Cypriot conflict is found. Mechanisms are in place with central educational authorities. For example, ITE programmes include courses on history teaching. The MIDE material and the methodology and epistemology that underpins it could be part of these programmes and inform teacher education on history teaching and learning. Educational authorities could collaborate with the AHDR¹¹ to provide continuous professional development (CPD) opportunities to in-service teachers on the principles of the disciplinary approach to history teaching, on the use of the material, as well as on other related issues (e.g. teaching sensitive subjects in education). The ministry also has the funding capacities to reproduce and disseminate the material to schools. Educational authorities could incorporate the ideas and approach of MIDE in the design of the history curriculum and on

¹¹ In recent years, the ministry has been more open to collaborate with NGOs for the purposes of teacher trainings. See for example collaborations about gender and sexuality with NGOs to provide teacher and student training

the teaching of sensitive issues at school.

Some local academics in education departments reported that they use the material produced as examples of good practices when they teach units on history teaching, nationalism, or intercultural education to train undergraduate student teachers. One local private secondary school has made use of this material in the design of a course on Democratic Citizenship.

Although the material developed is Cyprus-specific and conflict-specific, the philosophy behind it is based on the latest developments in history teaching and learning, and provides a model for working on cultivating intercultural dialogue in diverse and troubled societies. Other contexts could adapt: 1) the epistemology and methodology of history teaching¹²) the process of material development that goes hand in hand with teacher education seminars, where teachers are active agents; and 3) the way in which the material promotes intercultural dialogue through multi-perspectivity and evidence-based approach to history education. Contexts of conflict could especially take many ideas on how to dismantle a division through transformative historical knowledge in safe spaces of encounter and exchange

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¹² For an introduction to the theory and epistemology underpinning the material (disciplinary approach to history teaching), see http://www.ahdr.info/ckfinder/userfiles/files/MISSING%20PPL_S2.pdf.

Cyprus, Greece and Turkey University of Cyprus, Nicosia.

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Interviews:

- Current president of AHDR
- Co-president of AHDR, Educational Director of MIDE II, teacher trainer, author of publications
- President of AHDR during MIDE I, author of MIDE proposal, author of publications, teacher trainer.

Case Study 3: Germany – Life is Diversity (*Leben ist Vielfalt*) Students' network

Context

The network 'Life is Diversity' was created in 2011 by a group of student teachers and teachers in cooperation with the 'Network of teachers with a migrant background' in North Rhine-Westphalia (NRW) (*Netzwerk Lehrkräfte mit Zuwanderungsgeschichte*) and the 'Centre for Education Research and Teacher Education' (*Zentrum für Bildungsforschung und Lehrerbildung*, PLAZ). The network, which has become a registered university group since 2016, is located at the University of Paderborn. Some of its activities are not limited to the university and reach out to the community and city of Paderborn.

The main target group of the network is student teachers, but practicing teachers and other relevant groups such as university staff are also targeted. The network was initially intended for student teachers with a migrant background, but it soon shifted its focus towards all students.

Short description

The main aim of the network is to appropriately prepare student teachers to teach in diverse classrooms. Specifically, the network aims to:

- help student teachers develop intercultural sensitivity;
- inspire ideas and promote the implementation of intercultural practices in schools;
- act as a network for student teachers who are interested in inter-culturality and heterogeneity;
- act as a forum for discussion and exchange about challenges and approaches in the teaching in diverse classrooms;
- provide student teachers with specific knowledge and practical experiences.

The group initiates the exchange of information and experience about teaching in intercultural settings, and organises support measures for refugees. Activities performed by the Network include:

- 'Practice days on Intercultural Classroom Management and Inter-culturality and Language Support in School'. During these days, theoretical and practical input is provided, students practice what they have learned in 'real-life' settings and receive feedback from peers and lecturers);
- workshops on 'Multilingualism in German Language Teaching', 'Inter-culturality and Equity in Education in the German School System', 'Training for Arguing Against Prejudices', 'What Teachers Need to Know About Islam', 'Representations of Islam in Books for Children and Young People', 'Intercultural Competences and their Relevance for Students and Professionals', 'Teaching Concepts Against Exclusion', 'Social Work in Schools'. However, these workshops are non-obligatory for students;
- information Events on Teacher Internships;
- excursions to Mosques;
- lectures on Turkish-German Culture Contacts and on Religious Diversity with role models;
- cooperation events with the Language Department of the University of Paderborn on language teaching;
- 'Diversity days' (i.e., days or evenings that are dedicated to learning more about other cultures, exchanging with people of different origins and learning about differences and similarities);
- cooperation events with the Centre for Education Research and Teacher Training (*Zentrum für Bildungsforschung und Lehrerbildung*) on issues of inter-culturality;
- further cooperative activities are conducted with initiatives such as Students for Refugees (*Studies für Flüchtlinge*), Ment4You – Diversity has impact (*Ment4You – Vielfalt wirkt*) and Project Teachers with a Migrant History (*Projekt Lehrkräfte mit Zuwanderungsgeschichte*);
- Tutoring for refugees and part time activities for children.

Students consider the network as an opportunity to enrich the teaching profession through their diverse and intercultural competences (PLAZ, 2011). The idea of the network was born by the

coordinator who quickly found support from the Department of teacher studies.

In 2016, the network was registered as a university group, which allows it to be more independent and visible and attract more students and supporters (University group *Leben ist Vielfalt*, 2016a).

The internal commitment and interest of network members and supporters is noteworthy. Most speakers and lecturers waive their fees, and Professors of the University of Paderborn contribute actively to workshops and lectures without payment. As a University group, some funds are available through ASTA – General representation of students (*Allgemeiner Studierendenausschuss*).

Evidence on effectiveness

The group consists of about 15 members. However, fluctuation of members is high because new members join and others leave when graduating. According to stakeholder opinions, the network has enabled the development of student teachers' intercultural sensitivity, and mutual learning. Through preparing future teachers, the network also contributes to the design of schools of the future and to more equality and equity in the education system (PLAZ, 2013). The network enables to raise awareness for issues of diversity and inter-culturality and to reduce prejudice, among both students and university staff. E.g., Speakers and lecturers use the discussion material in their seminars and lectures, beyond the network activities. Furthermore, the network coordinator indicates that the range of students who are interested in topics of diversity and inter-culturality has been widening.

The network has an indirect influence on the content of the programmes offered at the university. The initiative offers courses that can be credited for the profile studies 'Dealing with heterogeneity' (*Umgang mit Heterogenität*) and is relatively flexible in the design of the courses.

Feedback from different informal sources indicates that students consider some of the network activities as more effective for their preparation as a teacher than some of the seminars they attend at university (University group *Leben ist Vielfalt*, 2016b). The network provides them with orientation, increases self-confidence and makes knowledge and information available to be directly applied in the classroom. Furthermore, it strengthens the linkage between theory and practice (University group *Leben ist Vielfalt*, 2011).

Despite the positive results, the interviewees also highlighted some limitations that can potentially hinder the effectiveness of the initiative:

- Students are confronted with time pressure and stress due to the Bachelor/Master system and often lack the time to participate in additional measures;
- According to the network's statutes, the board has to change frequently (once a year), which is difficult considering the amount of time invested in establishing the board and its structures;
- The high fluctuation of the members of the network is the main limitation to its sustainability.

Key success factors

The relevance of the network to the needs and interests of the students is important for its success and mainstreaming. The network and its activities are developed by students themselves, they therefore respond directly to their needs and expectations. Furthermore, dedication and commitment of its members and supporters has been crucial for effective implementation of the network activities and attraction of like-minded students.

Besides the local commitment, external support, from the university and Centre for Education Research and Teacher Education (PLAZ) allowed network to be registered as official group and provide high-quality content and professional training. Partnerships, networking and strong cooperation with relevant stakeholders were also highlighted as important success factors.

The new board is working on reaching out and connecting with more stakeholders, especially among other universities. Possible links with policy makers could be established within this process as well. In the future, to improve its impact, the network could offer more thematic events using different formats and invest more resources in dissemination and attracting more student teachers studying difference discipline (until now the main participants of the Network activities were students of German or social subjects).

Transferability

The university group is working towards a stronger cooperation with similar groups from other university, and is pushing for the establishment of such groups at all universities of teacher education in North Rhine-Westphalia. The structures of teacher education differ slightly within North Rhine-Westphalia and even more among the different German federal states, which might complicate the transfer of the concept. At some universities, the network might only be relevant for Master students.

The measure has not directly been transferred to other countries but it could easily be done, especially in countries with a large population diversity.

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Interviews

- Member of University group and director until July 2016
- Member of University group and director since July 2016
- Two members of the University group 'Life is Diversity' (*Leben ist Vielfalt*)

Case Study 4: Germany – Multilingualism in teacher education (*Mehrsprachigkeit in der Lehrerbildung*)

Context

The department of Diversity in Education research of the University of Hamburg is responsible for the design, development, and implementation of the University's 'Multilingualism in teacher education' module, which has been guided by several key policy initiatives.

At national level, these policy initiatives include the 'Standards for teacher education: education science' (*Standards für die Lehrerbildung: Bildungswissenschaften*) of the Standing Conference of the Laender (*Kultusministerkonferenz, KMK*), and their recommendations regarding cultural and social diversity. They also include diagnostic skills as key competences for teachers (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2004). In 2013, the need for all federal states to include and develop intercultural education in teacher education was re-emphasised by the new edition of the KMK recommendations on 'Intercultural education and training in school' (*Interkulturelle Bildung und Erziehung in der Schule*) (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2013).

At federal level, the 2007 'Hamburg concept for the integration of migrants' (*Hamburger Handlungskonzept für die Integration von Zuwanderern*) calls for intercultural education to be included in teacher education. It also suggests that model on 'German as a second language should' should become obligatory for teacher education (Freie und Hansestadt Hamburg, 2007). This recommendation was reinforced by the 2013 'Hamburg concept for the integration of migrants', which makes provisions for the systematic qualification of school staff for dealing with cultural, linguistic and social diversity. Preceding this, in 2006 the Hamburg Senate also called for 'Dealing with cultural and social diversity' to become one of three obligatory priority themes in ITE (University of Hamburg, 2014; 2016).

The main group targeted by the module are student teachers at Bachelor's and Master's level. The module was introduced gradually between 2000 and 2006, and has been available for all students since the winter semester 2006/07 (University of Hamburg, 2016).

Short Description

The module on multilingualism in teacher education aims to:

- prepare student teachers for their future work in diverse and multilingual classrooms by giving them the opportunity to learn about and deal with diversity and multilingualism in an integrated way;
- develop sensitivity to diversity-related issues;
- educate students about cultural diversity and multilingualism in Hamburg;
- raise awareness among student teachers on migration, the difference between migration and multilingualism, and on the meaning of, and differences between, terms such as 'foreigner', 'migrant', 'student with a migrant background';
- make student teachers develop a positive asses-based perspective on diversity, learn about approaches how schools can value diversity and make it visible;
- raise awareness among student teachers on the relevance of parental engagement and cooperation with parents and about differences in educational attainments and transitions.

The 'Hamburg model of teacher education' (*Hamburger Modell der Lehrerbildung*) includes cultural and social diversity not only in education science, but also in teaching didactics. The issue is covered in four different Bachelor's and Master's courses for primary, secondary and higher secondary school teachers, as well as for special education and vocational education teachers (University of Hamburg, 2016). Student teachers must choose two out of the

following three thematic areas:

- Heterogeneity (about 60% of courses);
- New media (about 20% of courses);
- School development (about 20% of courses).

Currently, efforts are being made to strengthen the area of inclusion (by incorporating the teaching of students with learning disorders).

In order to strengthen the connection between theoretical courses, research and practical implementation, research workshops are available to student teachers during the second and third semesters. The seminar takes place at the same time as student teachers' school internships and focuses on different aspects of diversity.

The module on multilingualism in teacher education was based on the understanding that every student teacher needs to learn about and deal with socio-cultural diversity. It also recognised that isolated seminars are insufficient to fulfil this need. The modules were gradually introduced into Bachelor's and Master's courses in 2006.

The University of Hamburg model differs from those found in other universities in its integrated and voluntary character. In most universities, intercultural education and multilingualism are taught in separate modules. The University of Hamburg considers that multilingualism is a key aspect of intercultural education, and therefore teaches the two in conjunction with one another.

Before the systematic introduction of the modules, additional courses that dealt with diversity-related issues (including language) were already available. The multilingualism module was implemented using the budget previously allocated for these courses, therefore, no additional funds were necessary. Recently, funds from the 'Quality strategy for teacher education' (*Qualitätsoffensive Lehrerbildung*) have also been made available.

Evidence on effectiveness

Regular assessments among student teachers reveal that more than 60% of those who have participated in the modules feel that they are sufficiently prepared and trained for issues of diversity. Assessments carried out between 2012 and 2014 yielded the following results:

- 72 % of participants fully agreed, and 23% partly agreed, that they had been introduced to the meaning of linguistic, social and cultural diversity of students in school through their studies;
- 23 % fully agreed, and 50% partly agreed that they were able to enhance their knowledge and competences on the topic of diversity and multilingualism;
- 68 % of students said that getting to know and understand other cultures was very important for their future profession. 27% rated it as important.

However, one of the limitations highlighted is that these competences are of a rather general nature and participation in the model is not obligatory. More specific skills requested by schools, such as teaching German as a second language, are still missing in the study programme. Furthermore, the offer of the module at Bachelor level is weaker. Students perceive that the intensity of the module is very high during two semesters of Master's studies. They would consider it more effective to start more intensively at Bachelor's level and spread out courses over the four semesters of their Master's studies. Integrating more content into the Bachelor's course would enable them to consider and integrate diversity issues in the internships too.

Key success factors

From the start of the module, the work of the Hamburg Commission for Teacher Education has been central. The political will, continuous support of and cooperation with the City of Hamburg was necessary for the systematic introduction and implementation of multilingualism in teacher education. Available research evidence on benefits of diversity and societal conditions were

conducive to drawing attention to the need to qualify teachers for diverse classrooms.

Other crucial success factors include:

- research findings that proved that a module of this kind was necessary and effective;
- expertise at the University of Hamburg (where diversity and multilingualism-related seminars had already been offered before the implementation of the module);
- establishment of the respective provisions in the official regulations and documents of the University of Hamburg;
- the practical connections of the module: cooperation with schools, internships in schools.

The impact of the module could be improved in strengthening specialised modules, such as German as a second language, which are requested by schools but are currently not offered due to the integrated nature of the module. Another proposal is to increase the weight of the grades for diversity-related courses in the overall grade, which would create additional incentive for students to attend the relevant courses.

Transferability

A national-level implementation would only be possible through individualised models that match local regulations and structures. However, what applies to all contexts is the fact that there is a close two-way connection between teacher education and politics. The current political landscape in Hamburg, where the need for expertise in issues of diversity in schools is commonly accepted, is considered to be supportive for the implementation of such a module. The module has not been transferred outside of Germany but those who developed it made use of experience gained in the UK, Sweden and the Netherlands in multilingualism in teacher education.

In Germany, regulations for higher education and teacher education differ in each federal state and university. This limitation could be mitigated if universities willing to implement the module would study the Hamburg model in detail and match it with their regulations and structures of teacher education. The module can be easily replicated if the political landscape is supportive enough.

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Interviews:

- Professor emeritus and co-founder of the module on 'Mehrsprachigkeit in der Lehrerausbildung'.
- Current BA student teacher of the University of Hamburg.
- Former student teacher of the University of Hamburg, currently a teacher in Hamburg.

Case Study 5: Denmark – Modules on ‘Teaching bilingual children’ & General education/Christian studies, philosophy of life and citizenship

- Measure 1: Teaching bilingual children (*Undervisning af tosprogede*). Mandatory 10 ECTS point module for Danish ITE teachers, and Merit teachers at all University Colleges in Denmark. Part of the sub-area ‘Pedagogy and Teacher skills’, which is part of the main area ‘Basic Professional Teacher Skills’.
- Measure 2: General education/Christian studies, philosophy of life and citizenship (KLM) (*Almen dannelse/Kristendomskundskab, livsoplysning og medborgerskab, KLM*). Mandatory 10-20 ECTS point module. Part of the main area ‘Basic Professional Teacher Skills’.

Context

Both measures were designed by the Danish Ministry of Higher Education and Science and the Ministry for Education and Research, and funded by the state. The module on ‘Teaching bilingual children’ has been implemented since 2014 (after the 2013 reform of Teacher Education). The module on ‘KLM’ has been implemented since 2007 (following the 2006 reform of Teacher Education). It is intended for all students and subsequently all school children in Denmark in primary and lower secondary schools (including private schools) (Order, 2013).

Short description

The aim of the module on ‘Teaching bilingual children’ is to prepare all future teachers in Denmark to teach bilingual children. The module aims to prepare future teachers to identify educational challenges linked to second (state) language in the teaching of subject knowledge and to favour bilingual pupils’ linguistic and academic development in linguistically diverse classrooms (Order, 2013, Annex 1).

The module on ‘General education/KLM’ aims to prepare all future teacher in Denmark to be able interpret public school purposes, the development of professional ethics and to handle complex challenges in the teacher work in the context of cultural, value-based and religious diversity. It aims for future teachers “in a nuanced and reflective way, (...) to relate to ethical, political, democratic and religious challenges associated with education, parent involvement and school in a globalised society” (Order, 2013, Annex 1).

Both measures are mandatory at all university colleges providing ITE in Denmark. However, due to the autonomy of methodological approaches in higher education, the way the activities and lessons are carried out differ. Module descriptions and lesson plans differ between university colleges and teacher educators.

Bigger university colleges in Copenhagen and Aarhus tend to focus on preparing future teachers to working with bilingual children explicitly (for example second language acquisition, language development of pupils with various mother tongues; language support and awareness in subject disciplines as Math, English, Social Sciences; culture education). On the other hand, university colleges in other parts of the country focus on broader issues, such as parent-teacher collaboration (VIA UC 2016a). According to interviews, this variation is partly due to the autonomy of each university college, to a smaller share of migrant children in rural areas and to lack of teacher staff educated in bilingual teaching in some colleges (Order, 2013).

• **Module 1: ‘Teaching bilingual children’**

Through lectures, group work, case studies, classroom discussions, hands-on techniques, the module focuses on “the development of inclusive educational and didactic practice in which Danish as a second language is a dimension of the learning processes in all subject teaching in primary and lower secondary school education” (VIA UC 2016a: 15). Linguistic and cultural

diversity is taken as a condition and resource in schools. The module's objectives are: to work with "bilingualism, second language acquisition and inter language analysis, language as a learning tool in school subjects, language tutoring, intercultural education" in order for student teachers to integrate language didactic reflections in theory and practice (Ibid.).

Preparation for teaching bilingual children is a goal in teacher education since the mid-1990s. However, findings from evaluations and investigations showed that many teachers working in the Danish schools were not sufficiently prepared for teaching bilingual children (Danmarks Evalueringsinstitut, 2007; SFI, 2012). On that basis, in 2013 it became mandatory for all students in ITE to attend the module 'Teaching bilingual children' (Order, 2013). According to interviews and evaluation reports (Danmarks Evalueringsinstitut, 2007; SFI, 2012), the main resources needed for a good implementation of the module are:

- a) Well-educated teacher educators: since 2016, teacher educators are obliged to have teaching experience;
- b) Support at managerial level at all university colleges in Denmark;
- c) Development of resource materials (according to interviews, no resource book has yet been developed and published);
- d) Teacher educator training courses at regional and national level.

• **Module 2: 'General education/KLM'**

The module is based on lectures, group activities, tutorials, presentations (VIA UC, 2016a). It aims to introduce student teachers to "an analysis of democracy and citizenship in the history of ideas, the formation of theoretical and professional ethical perspective" (Ibid.). The module focuses on students' efforts to deal with the school's values and relate them to the teaching profession with respect for cultural and religious diversity (Ibid.).

In contrast to the module on 'Teaching bilingual children', more resource books are published and available for teachers teaching General Education/KLM (Bogish & Kornholt, 2013; Bækgaard & Bækgaard, 2014). According to interviews, many teacher educators teaching this module are using the same textbook (Bækgaard & Bækgaard, 2014), however, focus on different issues depending on the class needs. The resources needed for are the same as for module 1.

Evidence on effectiveness¹³

While Module 1 has not yet been evaluated¹⁴, Module 2 was evaluated in 2011 by the Danish Evaluation Institute (Danmarks Evalueringsinstitut/EVA, 2011). The evaluation concluded that main intentions had only been achieved to a certain degree. 51 % of teacher educators teaching General Education, (including KLM) perceive the introduction of the subjects as positive or mainly positive, whereas 61 % of other teacher educators perceive the introduction of these subjects as positive (Ibid.). Many university college teacher educators consider the general teaching professional skills in particular (including KLM) as insufficient for future teachers to be appropriately prepared for the teacher profession (Ibid.).

According to an interview with a student teacher from VIA university college who has

¹³ It should be noted that the measures described here, in particular with respect to measure 1, have not yet been evaluated at national level. Neither has a cohort of ITE students finished the newly invented Measure 1 (Order 2013). This means that the evidence of the appropriateness of these two measures for preparing future ITE students for the multilingual classroom is limited.

¹⁴ Measure 1 has not yet been evaluated at the national level due to the relatively new invention of the measure being made mandatory. Furthermore, the teacher educators and students interviewed in this case study are representing an "urban" university college in Aarhus, where the percentage of migrant and refugee children – similarly to the capital Copenhagen – is high. Therefore, the awareness about the necessity of teaching and preparing future ITE students for multicultural classrooms is very high amongst both teacher educators and students. In comparison, at other university colleges in the Northern/Southern part of Denmark where the density of migrant children is smaller, the awareness of the necessity for preparing future ITE students for a multicultural classroom – at a management level – is much smaller (see UCL, 2016; Interviews)

participated in the module 'Teaching bilingual children', it provided her with "huge learning outcome", "hands-on techniques, methods, training and practical knowledge about how to teach bilingual children". Being asked about the module "General culture", mandatory during the first year of ITE, the same student stated that it was "fundamental in developing [herself] as a teacher being able to deal with diversity, cultural encounters, inclusive classrooms, cooperation with parents from various cultures, ethics, etc."

Strengths of the projects:

- Module 1: The mandatory nature of the module is important so that all future ITE student must learn how to take account of the background (linguistically and culturally) of all children in the multilingual classroom.
- Module 2: According to interviews, measure 2 prepares ITE students for future diversity in school in broad and general ways.

Areas for improvement:

- Module 1: Interviews highlighted that a 10 ECTS module is too little for future ITE student/teacher in primary/lower secondary school to be adequately prepared for a multicultural classroom.
- Module 2: According to interviews, the focus on diversity and culture clash/encounters was only one part of the measure, in which ethics, and more general knowledge was also in focus. One weakness might be that individual teacher educators put less emphasis to diversity rather than to ethics and moral education, including Christianity.

There is little evidence on the sustainability of both measures. Although the module 'Teaching bilingual children' has been made mandatory only since 2013, the module's sustainability is closely linked to a range of increasing challenges in the Danish primary/lower secondary school, in particular the increasing number of children with different ethnic/migrant background. Despite political parties opposing migration to the country, there is acknowledgement and support from the state regarding the necessity of integrating the existing migrant children in primary school and lower secondary school (in total 12%) (Danish Ministry of Education, 2015; Danmarks Evalueringsinstitut, 2007; SFI 2012).

Most policy in Denmark is based on evaluations and scientific evidence. As teaching bilingual children has been a focus point for many decades, presumably only future evaluations pointing to limitations of the measure could cause changes in this measure.

Key success factors

The following key success factors can be highlighted for both measures:

- a) Well-educated university college teacher educators;
- b) Support at managerial level at all university colleges in Denmark, (not only in the biggest cities of the country, but also in more rural areas);
- c) Development of resource materials for teaching the subject at university colleges;
- d) Teacher educator training courses – at regional and – in particular – national level;
- e) Supervision and training of teacher educators at University Colleges;
- f) Clear professional requirements for university college teacher educators.

The differences in implementation of the mandatory modules in various areas/university colleges of the country limit the sustainability of positive outcomes of both measures nationwide. In particular, the lack of well-educated professional teachers in smaller ITE providers is a limitation. A stronger focus from university college management at all university colleges on teaching bilingual and multilingual children could improve the uptake of the modules nationwide.

Transferability

Module 1 could easily be adapted to other education systems and contexts. The rationale for developing this module is partly based on international research and studies on Second

Language development and acquisition (e.g. in the framework of TESOL). Many European countries have their own national language research studies on this subject. Local researchers on second language acquisition may be used as partners in developing a mandatory module in each country.

Module 2 could be adapted to other education systems and countries with some modifications. As the ideas and thinking in this module are similarly based on a common European research knowledge, it might be possible to adapt this module to a common European context. The specific focus in Denmark on teacher collaboration with parents may be new to many European ITE systems. However, it is very likely that many obstacles can be overcome, if a trans-European working group could be established.

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Interviews

- University College Teacher at VIA University College Aarhus, Denmark. Teacher of Module 1 'Teaching Bilingual Children'.
- University College Teacher at VIA University College Aarhus, Denmark. Teacher of Module 2 'General Education'.
- Current ITE student, 4th year of ITE education at VIA University College Aarhus, who has passed measure 1 and measure 2 at VIA University College Aarhus.

Case Study 6: Spain – Tandem Project. Learning Service Programme (*Proyecto Tándem. Programa de aprendizaje servicio*)

Context

The project is led by a team composed of the Director of Primary Teacher Degree of the University Rovira I Virgili in Tortosa, the chief of the Socio-educative Department of the Generalitat of Catalonia and the responsible of the Socio-educative Service of the Ajuntament of Tortosa. University Rovira i Virgili, Generalitat of Catalunya and Ajuntament of Tortosa are co-responsible for funding the Tandem programme.

The target group of Tandem is university students in the Bachelor degrees of Elementary and Primary Education, and vocational education students in the Degree of Social Integration. The programme is elective for the students. The targets of the service were primary school students with difficulties for integration, especially newcomers from other countries. The Tandem project was first developed in 2010-11. In 2012, it was included in the learning service programme at University of Rovira i Virgili. At that moment, the Learning Service Programme has become a strategic objective for the university, and it was integrated in the Sociology Degree, Psychology Degree, ITE Degree and Socio-Educational Degree. The implementation is undertaken by a 'promoting team' composed of representatives of each of the three institutions involved. It was inspired by the 'Rusignol' Project developed in Girona to enhance the linguistic integration of newly arrived migrants by using diverse resources available at the city (schools and associations, among others).

Short description

The project combines:

- a service aimed at facilitating social and cultural integration as well as personal and educational development of pupils with integration difficulties in schools in Tortosa;
- learning which aims to help ITE students and vocational education students to develop competencies through reflective practices in the area of socio-educational work. The main competences to acquire are: to
 - a) design and implement teaching-learning processes in cooperation with other professionals and community social agents;
 - b) design and evaluate learning spaces on the basis of diversity recognition and focusing on equal opportunities and social justice;
 - c) assume the educational function of the community and the social contest of the students and their families in order to implement meaningful educational experiences.
- reflective practice put into action in each Tandem team composed of a tutor (teacher at the school), the university teacher and the student.

The project's main activities are based on establishing a tandem or partnership between one ITE student and one vocational education student that, together, mentor two children at risk of social exclusion. The tandem is created by the tandem supervisors (University teacher and social agent of the association or school). They design a programme with personalised activities in collaboration with various educational and social agents in the city of Tortosa. The partnership lasts six months (one academic semester). School teachers or social educators and act as tutors for every single tandem. Diversity is the focus subject during the project. The tandem works follows an intercultural approach to deal with diversity and consider diversity as normality resource. A strong effort is made to avoid stigmatisation based on nationality, religion or language.

The cooperation among three institutions: the university, the Council Government and the Government of Catalonia is an important element of the programme. The university provides

the student teachers involved in the project and their knowledge and teaching time; the Council Government and the Generalitat provides the participation of primary and secondary schools, vocational and training centres located at the city of Tortosa and around. There have been 82 mentors (teachers at schools) and 124 ITE students participating in the project. All eight primary schools of the city participate in the project.

Evidence on effectiveness

The main results of the Tandem project include:

- social and cultural integration and personal and educational development of pupils in schools of Tortosa;
- improved skills and competences of ITE students in dealing with pupils from diverse background.

The annual evaluation results show a very high level of satisfaction of students, families, children, mentors and tutors. Three kind of indicators are used to evaluate the project: objectives achievement, personal satisfaction, social impact. Students were motivated and felt they grew professionally. Furthermore, they valued interdisciplinary work (involving collaboration with teachers and social educators), and the link between theory and practice. Teachers at the schools and vocational centres valued the cooperation with the university staff and the opportunity to develop activities in collaboration with other associations and keep reflecting about their own practices.

The main strengths of the project are the high level of involvement of the participants (in the three institutions), the improved competences of ITE students, and the high cost-benefit rate. The initiative could be improved by including a more systematic evaluation of the ITE students' learning process and results.

The stable priorities and cooperation between partners also positively affects sustainability of the programme. The available resources are integrated in the common budget of each institution and the skills gained by the participants are recognised as part of their teacher profile. Sustainability of the project has been also possible thanks to personal and institutional engagement and political support.

Key success factors

Political support from the local and regional authorities, university management, stable participation of schools and associations were the main success factors. The middle-sized town where the programme has been implemented facilitates contacts and trust among the different actors.

The clear distribution of tasks among the promoting team and the Tandem groups is another crucial element for the effective implementation of the project. The promoting team designs and plans the project, teaches student teachers, contacts and disseminates the project in the schools and vocational centres, provides tutoring to Tandem teams, and evaluates the project. The Tandem teams undertake interviews with the centres and school responsible staff members, establish the agenda and calendar, develop the activities, keep contacts with the families, and participate in the evaluation process.

The impact of the programme could be improved by incorporating new schools, vocational centres and associations in the city. More spaces in the university, grants for students who wish to become mentors in the programme could improve the effectiveness of the project as well. According to the Primary Teacher Education Degree, it would be important to include some others subjects as part of the programme (e.g. a deeper critical reflection about diversity and inequality, equity of opportunities and socio-political context). For the moment, Tandem is just developed in the subject 'Family, Society and Education', that is compulsory for all students.

Transferability

The initiative is local but there are diverse examples of similar programmes developed in other Spanish regions. Service learning as a methodology has been incorporated in some universities in Spain (not only for ITE students), and in some secondary schools in collaboration with social agents. There is a national network for Service learning¹⁵, and regional networks in various regions in Spain.

Spanish Universities are autonomous when making decisions about methodology, therefore it would be possible to introduce this practice at the national level. On the other hand, the autonomy of each University limits the possibility of a general implementation. This decision depends on each ITE providers and specifically on each Faculty of Education.

The main limitation for transferability derives from the real opportunities and mechanisms for cooperation among diverse institutions, specifically local or national authorities and universities. Some resistances to transform traditional methodologies developed in ITE still exist in some regions. For the Service learning programmes to be successful it is important to introduce innovative methodologies based on reflective practices and cooperation with other social agents in the community.

These limitations can be overcome by including this programme as part of the strategic objectives of the institutions, and undertaking training programmes for university teachers and responsible staff, to link the experience with other examples (Service learning Network).

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Interviews:

- Director of Primary Education Teacher Degree (University Rovira i Virgili).
- Responsible of Department of Education (Generalitat de Catalunya)
- Director of Pedagogical Service of Baix Ebre (Local Government)

¹⁵ <https://aprendizajeservicio.net/>

Case Study 7: Ireland – The DICE Project

Context
<p>The DICE Project¹⁶ is a collaborative partnership between five Irish higher education institutions (HEIs) providing ITE at primary level: the Church of Ireland College of Education; Froebel Department of Primary and Early Childhood Education, Maynooth University; Marino Institute of Education; Mary Immaculate College, Limerick; and St Patrick’s College, Drumcondra¹⁷.</p> <p>DICE is a national education initiative which promotes and supports the integration of development education (DE) and intercultural education (ICE) within ITE programmes at primary level and across all relevant areas of the primary school curriculum (DICE Project, 2014). It aims to equip student teachers with the skills, knowledge and values necessary to integrate development education and intercultural education into their classroom practice.</p> <p>The project commenced with a pilot phase in 2003, and continued to be funded on a multi-annual basis thereafter with a view to integrating development education and intercultural education into ITE programmes. Phase 1 (2004-2007) focused on assisting colleges of education to integrate and embed development and intercultural perspectives in the preparation of primary school teachers. In Phase 2, the DICE core project was designed as a major step towards embedding development education and intercultural education in ITE. Phase 3 of the project was implemented over four years (2010-14) and included a number of specific objectives (see below) (DICE Project, 2014). The next project stage builds on the previous phases and aims at enhancing the sustainability of DE and ICE in teacher education programmes.</p> <p>The Project is funded by Irish Aid (DICE Project, 2014). The participating HEIs may have other funding streams to complement Aid. Some funding also comes from the NGO Trócaire¹⁸. Funding is utilised for the administration of the project, in employing DICE lecturers in the partner institutions, in implementing awareness raising and engagement activities, and in research. There are part-time and full-time lecturers employed in each of the five participating institutions. The DICE project is implemented across all state-funded providers of ITE at primary level in Ireland (and one private provider). The partner institutions work towards the same aims and objectives and share common values, however the specific programmes vary in implementation.</p>
Short description
<p>The strategic aims of the DICE project are to:</p> <ol style="list-style-type: none"> 1. Support students graduating from ITE to have good knowledge and understanding of development education and intercultural education, and to be motivated and equipped with the pedagogic skills to teach these two subjects effectively; 2. Influence the development education and intercultural education policy agenda and practice in Ireland, including the implementation of the National Strategy on Education for Sustainable Development; 3. Explore opportunities for synergies and coherence with post-primary level education within the new institutional configurations for ITE; 4. Enhance the sustainability of development education and intercultural education in ITE across all public providers (DICE Office, 2014).

¹⁶ See: <http://www.diceproject.ie/>

¹⁷ In September 2016, the Church of Ireland College of Education and St Patrick’s College Drumcondra will be incorporated into Dublin City University’s (DCU) Institute of Education. DCU will become the host of the project.

¹⁸ Trócaire is an Irish charity and the overseas development agency of the Catholic Church in Ireland. They work with partners in over 20 countries in the developing world to empower communities to improve their lives, meet their basic needs and ensure their human dignity. In Ireland, they raise awareness about the root causes of poverty and injustice, and advocate for change.

The main activities centre around providing instruction to student teachers at primary level on a range of issues within broader spheres of development and intercultural education. Other activities include:

- Raising the visibility of development and intercultural education within ITE and broadly;
- Engage with policy makers;
- Provision of continuous professional development (CPD) for staff in all institutions;
- Proactive engagement with various key stakeholders;
- Holding events and summer schools (participants include teachers or teacher educators who are interested in these two broad areas) within the areas of development and intercultural education.

One of the key features of the programme is the cross-curricular approach used within the centralised Primary School Curriculum. In order to successfully achieve this, the designated DICE lecturing staff work collaboratively with colleagues from a broad range of disciplines. Opportunities for professional development of lecturers from other disciplines are offered through seminars, conferences and collaboration with DICE lecturers. DICE runs seminars each year in the partner institutions based on identified professional development needs.

The capacity building among staff across partner institutions has contributed to the wide reach of DICE and to its penetration within a broad range of ITE modules. The professional development of lecturers from other curricular areas is provided by the DICE team who have prepared materials for that purpose.

Education for social justice was developed in collaboration with Irish Aid to assist new teachers in how to address diversity in classrooms and develop skills on how to teach global and intercultural issues appropriately. According to interviews, intercultural education provided a good basis for teachers to extend their learning into exploring broader global issues that are at the heart of development education. All ITE programmes have to be accredited by the Teaching Council. One of the learning outcomes set by the Teaching Council for graduates of ITE programmes is to have sufficient knowledge on inclusion and diversity¹⁹.

In addition to ITE, young student teachers need to go through induction and probation. This determines how prepared they are for taking up teaching. Participation in induction programmes is a requirement for all newly qualified teachers who completed their teacher education qualification²⁰. The DICE project also provides continuous professional development in areas such as development education and intercultural education.

Evidence on effectiveness

The main result of the DICE project is that development and intercultural education are now integrated into ITE programmes (both at undergraduate and postgraduate level) for primary school teachers across all HEIs offering ITE at primary level. Other results include:

1. approximately 8,000 student teachers completed modules in development education and intercultural education since 2013;
2. clear visibility of development education and intercultural education in the programme frameworks of the new 4-year Bachelor of Education (Bed) programmes;
3. the integration of development education and intercultural education across a wide range of curricular areas, including SPHE²¹, Art, Drama, Maths, SESE²², Foundation Studies and Religious Studies;
4. a varied programme of continuous professional development for staff in the participating

¹⁹ See: www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf

²⁰ See:

www.teachingcouncil.ie/en/Teacher-Education/Induction-Probation/Induction-Workshop-Programme/Induction-Workshop-Programme.html.

²¹ *The Social Personal and Health Education*

²² *Social, Environmental and Scientific Education*

- institutions;
5. increased awareness of DICE across the partner institution campuses, through a wide range of activities and events focused on global and intercultural issues;
 6. strengthened engagement with key stakeholders, emphasising the value and relevance of development and intercultural education to the primary curriculum and to creating active global citizens²³.

The DICE Coordinator considers the project to be very effective, especially in integrating development and intercultural education into the programme frameworks of the B.Ed. and Professional Master's in Education qualifications. All students have to take mandatory modules on development and intercultural education (and possible additional specialised modules). This ensures that the DICE project has a sector-wide impact.

The ultimate proof of the effectiveness of the programme at ITE level would be to monitor the extent to which new teachers implement the knowledge in their own classrooms once they start teaching. A small-scale study by Dillon and O'Shea (2009) showed that over 60% of new teachers had implemented these themes in their teaching. According to Fitzgerald (2007) the participants in DICE were more likely to consider the delivery of a global dimension in ITE as "very important" after participating in the modules.

The project has evolved from having some lecturers visiting colleges providing ITE to deliver lectures on development and intercultural education to a sector-wide initiative involving lecturers delivering the compulsory modules in each of the colleges. According to interviewees, the perceived weaknesses of the project arise from funding cycles, which can impact staffing, planning and implementation, other forms of competition with other priority areas (e.g. literacy and numeracy), making it difficult to get more time for DE/ICE work.

The possibility of funding for DICE lecturers being discontinued is another potential risk. Resources in the Irish HE sector are currently very limited; hence, a project like DICE relies heavily on outside funding. Irish Aid that funds DICE is the Irish Government's programme for overseas development, managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade. It represents government funding that is not directly meant for ITE. The Department of Education is also supportive of intercultural education, through the Intercultural education strategy²⁴. However, no funding has been available to further develop this area.

Key success factors

While in some ITE providers at primary level, the lecturers involved in delivering DICE modules are permanent; in others, they are part-time – making the delivery of the programme more challenging. Hence, it is essential to deliver CPD to a broad cohort of staff so that there is knowledge of the topic areas among a greater number of people ensuring that the modules are being delivered; rather than relying on one person. However, the DICE project's emphasis on professional development of lecturers from other curricular areas on the issues of DE/ICE enhances its sustainability, by developing educators' capacity and creating a multiplier effect.

The collaboration between all the providers of the ITE at primary level, and continued funding from the Irish Aid are also among the key success factors of the project's continuity. The overall governance of the project involves one representative from each institution and one independent Chair; their role is to ensure that all colleges are fully committed to the initiative, to agree the overall strategic direction of the project and to ensure effective governance procedures are in place. According to interviews, an external evaluation of the DICE project will

²³ See: www.diceproject.ie.

²⁴ See: www.education.ie/en/Schools-Colleges/Information/Intercultural-Education-Strategy/mig_intercultural_education_strategy.pdf

be carried out in Autumn 2016.

The DICE network engages with various policy-makers in order to ensure the sustainability of the initiative. The fact that the programme has been funded on a continuous basis for a number of years indicates that its importance has been recognised to the extent that students now have to take mandatory modules in development and intercultural education when preparing to become primary school teachers.

Policy support is an important element that guarantees the sustainability of the initiative. The Teaching Council has provided guidelines for ITE programme providers, which recommend introducing subject knowledge and curriculum process and content on cross-curricular links and themes including citizenship; creativity; inclusion and diversity²⁵.

The relative smallness of the ITE sector in Ireland ensures smooth collaboration between the providers. While continued funding and integration of DICE into the core of ITE education indicate success, a longitudinal impact assessment would be useful to determine strengths and weaknesses of the initiative. Continued funding is essential for the sustainability of the initiative in future.

Transferability

While DICE is a national initiative involving all ITE providers for primary school teachers, the model may be of interest to other jurisdictions. It has been very successful in making sure that the components of development and intercultural education are mandatory within B.Ed. programmes and professional Master's in Education. The structure of the programme framework could potentially be replicated elsewhere in primary ITE. Secondary level is different as students tend to be trained in subject specific areas. In secondary schools, each subject teacher would need a close collaboration with colleagues delivering teaching in other subject areas to ensure cohesive approach to development and intercultural education provision. The nature of DICE means that it is best applied in primary schools where one class teacher teaches all the subjects.

One key aspect is the collaboration between ITE providers in the DICE Network. Collaborative work is carried out in research, resource development, events, exhibitions, preparing policy submissions and other documents, etc. In larger countries, this sector-wide initiative may be more difficult to replicate (DICE Office, 2014).

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²⁵ See: www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf.

Interviews:

- Coordinator of the DICE Project
- DICE lecturer in one of the ITE providers at primary level
- DICE lecturer in one of the ITE providers at primary level

Case Study 8: Italy – Intercultural Education Laboratory (*Laboratorio di educazione interculturale*)

Type of the measure

In 2011, the Intercultural Education Laboratory was introduced as a mandatory activity in the course on 'Interculturality and Playing' offered in the Master's Degree in Primary Education, at the University of Genoa.

About 80 students attend this activity every year (during their third year of study). One third already has experience as substitute teachers in public or private school.

The laboratory was first organised in 2013/14. The length of the activity is 16 hours, divided in eight two-hour sessions (two groups of 30-40 students each). Funding is provided from the budget of the Master's programme by the University of Genoa.

Short description

The Laboratory aims to make students aware of the main issues related to the integration of children with a migrant/minority background in the classroom, and to improve student teachers' intercultural competences and capacity of learning to learn. It seeks to develop a critical mindset to examine projects and pedagogical approaches carried out by other teachers at school, and to use these reflections for their own professional needs. The Laboratory also prepares student teacher for planning an intercultural activity in their future classrooms.

Activities are organised in 3 phases:

- 1) Plenary lessons (including courses on intercultural education, human rights education, cultural anthropology, social nature of prejudice, intercultural sensitivity), case studies on how to use storytelling and biography to communicate with children of diverse background, etc.);
- 2) Group work sessions (including role play and 'emotion-centred activities' in group analysis of school projects focused on active citizenship and global education);
- 3) Groups' feedback in plenary session.

The main strength of the measure is its practical nature. In the course of the Laboratory activities the content of the 'main' course in Intercultural Education articulated around three to four topics (see Portera, 2006; 2007; 2013), is translated into practical formats, confronting these with school projects and reports. Student teachers are trained to shape their intercultural mind-set through role-plays, team and project works, and public presentation of the output, which are useful ways to become aware of one's own limits and attitudes.

Across ITE providers, the Laboratory can be implemented differently. According to Decree No. 249/2010, each university has more autonomy to adjust the study planning. However, the University of Genova is the only one among 30 ITE providers in Italy, where the Laboratory and course on Intercultural Education has been mandatory for Master programmes. The high number of immigrants, refugees and asylum seekers arriving in Liguria in the last decade created a pulse for the creation of the laboratory, supported by the sensitivity of the head of the Master's programme, and the availability of a team of professors trained in 'intercultural studies'.

Evidence on effectiveness

Available evidence indicates that the Laboratory has helped student teachers to work together despite differences. They have acquired knowledge in theoretical concepts related to cultural bias, human rights and reciprocal respect. Furthermore, they have experimented 'active listening' (Sclavi, 2003; 2005) as a basic attitude to develop intercultural education in the classroom.

Unfortunately, the measure is not well known outside the Module. Nevertheless, tutors of the practical internship (who are in most of the cases in-service teachers) and responsible staff from

the regional office for education (in charge of ITE and/or intercultural projects in schooling) strongly support the implementation of the measure for future teachers, although projects designed by student teachers during the Laboratory have not been implemented in schools so far.

The Laboratory made student teachers experiment how inter-culturality works, and what can it do in an educational setting. It also enhanced students' critical thinking and observation skills. Finally, the laboratory helps conciliate theory and practice: student teachers learn how to give meaning to teaching and to translate it into visible and fair behaviour in front of the pupils.

However, the measure has been reported as having scarce or null impact on the practical internship of student teachers. This is due to an organisational weakness, as the regulation of the Degree/Master (DM 249/2010) foresees that 'knowledge' activities such as lessons and laboratories must operate autonomously from the 'professional' activity, that is, the compulsory internship in schools. In this way, from the student's point of view this creates two parallel streams of learning which often "do not meet each other". Courses and internship have different programmes and are linked neither in planning nor in evaluation of the learning activity. Another weakness is the lack of flexibility in the spaces used for the group work and the scarcity of time. According to interviews, the lack of rigorous assessment of the students' outputs and outcomes and the size of the group (up to 40 students) represent additional weaknesses.

Key success factors

The high proportion of pupils with a migrant/minority background in Liguria (15%) has become an important contextual factor that pushed for the integration of the initiative within initial teacher education. According to interviewees, the Laboratory challenges certain common thinking in the Italian context that intercultural education is considered a means to teach Italian to foreigners, and not as a tool for the native population to understand multiculturalism better and increase tolerance.

Consolidated experience of pre-schools and primary schools in Liguria in implementing intercultural education through innovative methods has helped to make the content of the initiative more meaningful and adjusted to the local needs. Support from regional authorities is also crucial for sustainability and increasing visibility of the measure. Finally, the motivation and commitment of student teachers constitute another crucial element for the implementation of the Laboratory.

The measure could be improved by involving in-service teachers as witnesses of the multicultural reality of schools and as ultimate beneficiaries of the students' projects. The Laboratory could also involve city officers dealing with migrants, refugees and asylum seekers, and principals in schools with a high proportion of pupils with a migrant background. The Laboratory could also be better linked to the practical internship, in building relationship with the internship tutors, who have the duty to assess the acquirement of professional skills at the end of the Master programme.

Transferability

The Laboratory has not been implemented nationally due to the autonomy of higher education institutions in developing these study plans, and to the fact that the Laboratory is not a mandatory requirement in the National Master plan. However, since each university can adapt the Master plan with a given degree of flexibility (20%), more universities could make it mandatory. The same methodology put in place by the Laboratory could easily be transferred to the induction period for newly employed teachers. Moreover, continuous professional development (CPD) initiatives (encouraged by State Reform L. 107/2015) could be enlightened by the suggestions of the Laboratory.

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Interviews

- Trainer of the Laboratory
- Teacher of the Module in Intercultural Education
- Coordinator of the Degree/Master, Genova
- Regional School Office Liguria, Manager of the Office No. III: School regulations and policies
- Coordinator of Tutors for the Internship at the Degree/Master, Genova
- Tutor for the Internship at the Degree/Master, Genova
- Student teacher attending 3rd year of ITE in 2015/16
- Student teacher attending 3rd year of ITE in 2015/16
- Student teacher – Graduated in July 2016
- Regional School Office Liguria, Manager of the CRAS (Resource centre for students with an ethnic background).

Case Study 9: Latvia – Master’s Programme in Educational Treatment of Diversity (ETD) (*Maģistrprogramma Dažādībaspedagoģiskierisinājumi*)

Context
<p>The Master’s programme ‘Educational Treatment of Diversity’ was designed in 2008/09 by a consortium of four universities: National University of Distance Education, UNED, Madrid, Spain; Charles University in Prague, Czech Republic; University of Latvia, UL, Riga; and Ludwigsburg University of Education, Reutlingen, Germany). The programme is implemented, licensed and accredited only at the University of Latvia and at UNED, Spain. Currently, expenses in Latvia are covered by subsidies from the state education budget and students’ fees.</p> <p>The programme is aimed at Bachelor graduates in Pedagogy and education practitioners (kindergarten pedagogues and administrators, school administrators, VET administrators, college and university administrators) willing to improve their intercultural competences. The ETD programme was launched in 2008/2009. First students graduated in 2010. The length of part-time studies is 2.5 years, and 2 years for full time. Studies require 120 ECTS.</p>
Short description
<p>The programme aims at providing opportunities to create an interdisciplinary system of knowledge, skills and integrated socio-pedagogical, psychological and special pedagogical competences to mainstream diversity in education (Maslo, 2015).</p> <p>The programme content consists of two main parts:</p> <ol style="list-style-type: none"> 1. Part A: Compulsory modules (including the research/master’s thesis), including courses on: ‘International and comparative frame of educational treatment of diversity’; ‘Educational treatment of special needs proceeding from cultural diversity’; ‘Management and programmes of educational treatment of diversity’, etc.; 2. Part B: Optional courses, including: ‘Research methodology for educational treatment of diversity’; ‘Work integration and rehabilitation of people with diverse special needs’. <p>The process is organised as e-studies, with weekly in-person or Skype meetings with professors. The programme is structured in modules. Each module includes learning materials to support students in achieving their learning goals; learning activities designed as opportunities to solve a variety of unknown situations in a competent way; a self-assessment of competencies, mid-study assessments, and a final exam for each course (Fernandez, 2015). The programme also involves the exchange of students between UNED and UL. Study grants for students are available from the state budget.</p> <p>Practical activities are grounded in an integrated approach linking academic, professional and research areas. All activities are related to practical situations, for instance, to the real diversity in school. Practical activities involve collaborative work, communication in different languages, transversal skills, as well as self-reflection on implementation processes. At the end of each activity, interviews are conducted with student teachers based on self-evaluation and competence development.</p> <p>Most professors working in the programme are regular university staff. Professors of other participating universities are members of the university lecturer team serving as ‘participative professors’ or ‘co-professors’; they are paid by their universities. Depending on the availability of financial resources (income from the programme), professionals with relevant academic training and practical experience are invited. Currently, 12 professors ensure the implementation of the programme (University of Latvia, 2015). Usually two to three professors are involved in a module, working collaboratively in tandems or teams. The coordinator of the</p>

Master's degree provides continued professional education at UNED. Professors also have good opportunities for professional training in international academic and research networks (Fernandez, 2016).

ETD is a competence-based programme. Moreover, the scope of the ETD programme goes much further than special and inclusive education, as it addresses cultural, linguistic, generational, family, gender, race, religious diversity and other diverse exceptional needs.

Other specific features of the programme include: three languages (English, Spanish, and Latvian); mobility in Baltic countries and South-Western Europe contexts; the model of pedagogical leadership of 'collaborative multidimensional socio-cultural learning'; the integration of students' informal knowledge of ICT; pedagogical leadership in tandems; formative internal, external and self-assessment of competences; self-enhancement; personal involvement of teachers and students; supportive social climate; and eagerness for transforming challenges into new learning opportunities (Maslo et al., 2014).

Evidence on effectiveness

In six years (2010-2015) 38 persons have graduated from the programme (University of Latvia, 2015). The Council of Higher Education's 'Evaluation of Higher Education Study Programmes and Proposals for Quality Improvement' rated the programme as sustainable and assessed as a best practice example of Master's-level programmes in Latvia (Maslo, 2015).

According to programme's implementers, the main results are:

- 1) Changes in the organisational cultures (in favour of social cohesion) of the education institutions where graduates are working;
- 2) Extended understanding of the European framework of qualifications in Latvia;
- 3) Fostering plurilingualism.

According to the 2008-2010 and 2011 evaluations, students gain opportunities to enrich their experience by making use of varied sources of information, new technologies, and several languages. The programme provides opportunities to construct various previously unfamiliar situations for transcultural communication, which promotes students' capacities. Intercultural communication positively affects the quality of student-student and student-staff interactions, as well as the quality of diversity-related experiences through students' participation in problem-solving and information exchange during the e-learning process. Student teachers reflect upon their own cultural diversity and how it influences their professional teamwork during studies. The programme provides an understanding about different concepts used in inclusive education as well as the opportunity to learn about historical developments, concepts and understanding of diversity at the national and international levels.

The main strengths of ETD are to ensure the high qualification of experts in diversity-related issues in education to become future trainers, programme directors, or leaders in diversity management. The programme supports the development of multilingualism, the international dimension of students and guest lecturers, and competences (pedagogical, intercultural, linguistic, ICT, communicative, management/organisational competences). It also provides high employability prospects (through internship/research practicum) and the possibility of specialisation according to the mobility tracks (special education).

The small number of students (23) represents a weakness that is due to student dropout (notably caused by student's difficulties to pay the study fees). Interviews highlighted the need to improve foreign language competences among professors, as well as their time-management skills. According to interviewees, evaluation processes could be improved: self-evaluation and reflection used by students lack the necessary feedback from the programme's professors.

The ETD programme has been accredited until 2019. UL is eager to continue the programme, as

well as to introduce some of its elements in ITE Bachelor's programmes. According to the first joint report of the 2012 international expert commission²⁶, the programme was rated as sustainable and assessed as an innovative best practice example of Master's-level programmes in Latvia. To make the programme more sustainable, the programme's director started the application process to the Erasmus+ Joint degree programmes competition.

However, the lack of participating students limits the programme's sustainability. UL does not support small groups in Master's studies. Interviews highlighted several limiting factors: high programme costs, lack of scholarships, professors' workload, high overhead costs, limits to access the programme (high registration costs for foreign students), as well as long-term process for diploma recognition.

Key success factors

Particular institutional conditions contribute to the successful implementation of the ETD:

- Readiness for change and openness towards innovation among teaching staff;
- International cooperation with partner universities;
- Training in ICT at UNED;
- Infrastructure available at the faculty of pedagogy, psychology, and arts;
- Close collaboration between the university's international and academic departments;
- Management support;
- Peer and inter-generational learning.

Although the issue of diversity in education is gaining importance in the EU, interviewees noted that it has not yet become a common issue of concern in the Latvian political context apart from ad hoc initiatives supported by some policy-makers.

Crucial elements for further effective implementation of ETD are the sustained uniqueness of the programme's content, its permanent update and cooperation practices with students (use of thematic group works of students on different themes and in the framework of different modules), response to the current needs, as well as enthusiasm of the new programme director.

Transferability

The programme was suggested to other universities providing teacher education. However, there was no further implementation, partly due to the lack of support from the UL administration. The vice-rector of UL considers that the fragmentation of and competition between Masters' programmes is a bad practice in Latvia. Mechanisms enabling the introduction of programmes at the national level are not in place.

However, the programme's director is developing new partnerships in South America: Mexico, Sonora university, Italian University of Rosario (IUNIR), Argentina; Unilasalle, Brasil; National University of Cuyo, Mendoza, Argentina. ETD is also involved in one ongoing project with the Alexandria University in Egypt.

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Interviews

- Professor, founder and former director of ETD
- Associate professor, director of ETD
- Vice - Rector of University of Latvia
- MS ETD graduate.

Case Study 10: Former Yugoslav Republic of Macedonia (FYROM) – Quotas for students from ethnic communities & Scholarships for Roma students

Context

The government is responsible for the development, funding and implementation of both measures, which arise from rights guaranteed by the Constitution of the Republic of Macedonia. Both measures are implemented nationally. All public faculties in the country are obliged to enrol the prescribed quotas of students. Students from all public and private faculties are eligible to apply for scholarships.

The target groups of the quotas are members of the ethnic communities who do not have access to higher education in their own language. The measure concerns the enrolment of students in higher education, and is foreseen by the Law on Higher Education from 2008. Quotas are defined according to the Law on Students' Standard from 2013, but the percentage of the quotas is defined by the government every year. Quotas usually represent 10% out of the total number of undergraduate students enrolled at all public faculties. The measure is implemented continuously since 1997, but the quotas were more precisely defined and extended after the inter-ethnic conflict in the 2001 followed by Constitutional changes.

The scholarships in higher education are targeted at several categories: 50% for students from socially vulnerable background, 30% for students with most advanced academic achievements, and 20% for students applying for study programmes of high importance for the societal development (such as electro-technical, machine constructions, biotechnical, medicine, mathematics and natural sciences). Since the academic year 2015/16, after the Amendment of the Law on Students' Standard from 2016, Roma students are included as a specific target group entitled to scholarships. Roma are the only exception based on ethnicity. The number of scholarships and conditions for applying are defined by the Ministry of Education and Science (MES) and announced before every academic year, depending on the budget available. Scholarships for Roma students were introduced for the first time in the academic year 2016/17.

Short description

The main aim of introducing scholarships was to increase the inclusion of Roma students in teacher education faculties (and in higher education in general), to improve their financial security and participation rate in HE, and to increase the number of quality Roma teachers.

Every year, the Ministry announces a call with the conditions and procedure for applying. The application procedure requires documents, which confirm the status of the student, and a signed 'statement of belongingness to the Roma ethnicity', in addition to evidence of academic achievements. Students can apply at any stage of their studies. Those enrolled at university in the first year need to provide evidence of their academic achievements in secondary school.

The scholarship amounts to 5,000 MK Denars²⁷ (around 80 EUR – 22% of the country's average salary) per month during the whole academic year. For the academic year 2016/17, 32 scholarships were allocated – with more than a half for students enrolled at teacher education's faculties.

Financial support for students has long been provided in the country, where socially vulnerable groups are supported by both international NGOs and state institutions. According to the Directorate for Development and Improvement of Education in the Languages of the Minor Ethnic Communities (the Directorate), the action for the scholarship programme for Roma students was intensified after the opening of the only secondary school in the settlement of

²⁷ See: <http://mon.gov.mk/index.php/konkursi/1008-2015-2016-2015-2016-30-o>

Shuto Orizari in Skopje – which is mostly populated by Roma. The school officially started to work in the academic year 2015/16. However, the study programme is provided in Macedonian, with most teachers having a Macedonian ethnic background due to the lack of Roma teachers. This led the Ministry and the Directorate to stimulate the enrolment of Roma students at teacher education faculties.

The main aim of introducing quotas was to improve the quality of education and educational inclusion of minority ethnic groups through increasing their enrolment rate.

All five public universities and numerous faculties are obliged to apply quotas in their enrolment policy, where 10% of enrolled students need to be from the ethnic communities which do not have a study programme in their own language. Students enrolled under this measure pay reduced tuition under a 'state quota fee', which is 200 EUR per academic year. The number of places is defined every year by the Government. Applicants who do not enrol in state quota could enrol in the "co-financing" programme, which is currently 400 EUR.

The main resource for these measures is the relevant political will and support from all policy makers. Misinterpretations of the regulation on quotas are possible, which in turn could be followed by biased distribution of the places guaranteed by quotas. Hence, universities' cooperation is important in the consistent administration of the measure.

Members of minority ethnic communities now have better chances to be included in ITE at teacher faculties, to become teachers and to teach in their mother's tongue. They serve as role models for other members and new generations in their communities, with positive long-term impacts. In addition, teaching staff in schools will be more ethnically mixed, which can foster the fight against prejudices and stereotypes in education and society.

Evidence on effectiveness

The main result from the 'quota' measure in almost two decades is the increase in the number of Roma students and students from other ethnic communities in ITE and higher education in general. In comparison to the period when 'quotas' started to be implemented – when only one or two Roma finished the higher education annually – 32 Roma finished undergraduate studies in 2014 (State Statistical Office, 2015). This result is followed by evidence showing that some Roma are being employed in the education sector. Interviewees noted that there was an increase in the number of Roma teachers in elementary and secondary education, as well in the NGOs working in the educational field.

According to unofficial figures from the Ministry of Education and Science²⁸, around 200 Roma are currently enrolled in higher education, with around half of them in ITE. That is a radical increase in comparison to twenty years ago, when less than twenty Roma were studying at universities annually.

Scholarships tend to secure students' achievements and retention at studies. This measure also helps to bring students closer to the teacher's profession and to improve their teacher competences. In order to improve the scholarship measure, the Directorate and the Ministry of Education and Science aim to improve and extend it with the help of Roma Education Fund's (REF) scholarship programmes²⁹.

However, one of the limitations of the possible impact of these measures is that Romani language is not widely used in Macedonia, and consequently, it is difficult for Roma teachers to teach in this language. Romani is only used as an elective subject in elementary school, while students are taught in the language of instruction of the school where Roma students are

²⁸ Figures are unofficial due to the following: according to the 'Law on protection of personal data' from 2005, faculties are not allowed to collect data on ethnicity. Therefore, Ministry has no precise data on ethnic background of the students. There is no figure on distribution of Quotas along ethnicity, because no institution is collecting such data from the faculties.

²⁹ Roma Education Fund has also scholarship programs for undergraduates in the country.

enrolled (Macedonian, Albanian or Turkish).

There is no evidence yet on the effectiveness of the scholarship programme, but it is expected to have improved teacher education for its main target groups. The implementation of the measure is heavily dependent on the Ministry's budget. Budgetary restrictions limit the opportunities to increase the number of quotas and scholarships for teachers' faculties. No cost-effectiveness analysis of the measures has been carried out yet.

Both measures could be improved with providing quality mentorship to Roma students. This measure could be implemented if the Ministry provided adequate budget for coverage of the mentoring classes implemented through the appropriate programme.

Key success factors

The measures are being implemented in the multicultural context of the Macedonian society. Traditionally, the political situation is based on inter-ethnic coalitions and cooperation. This results in political will for such measures and sensitivity for the need to support ITE for minority groups. The main evidence of the sustainability of the measures is the fact that they are public policies.

However, given the intense processes of segregation in education along ethnic lines, in a distant future – when there will be enough Roma teachers to create study programmes in Romani language, there is a risk of increasing educational segregation with separate schools or classes for Roma. Therefore, it is important that financial support be accompanied by the additional measures to counter segregation and improve intercultural sensitivity of communities and teaching staff.

The measures could be improved by extending quotas and the number and amount of scholarships. One mechanism to convince authorities would be to administrate a quality cost-benefit analysis of both measures. Results could show that investments in education bring manifold benefits for the society as a whole. Mentorship programmes for students who need additional support in learning could improve the quality of their education.

Transferability

Although the idea of scholarships for Roma was born at the local level (to meet the needs of the Roma settlement Shuto Orizari), both measures have been implemented nationally since their start.

Given that all European societies are multicultural, especially in neighbouring countries, both measures could be highly transferable. Synchronised actions from the national, regional and EU policy makers supported by good practices and awareness raising campaigns could support successful implementation of the measures.

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Interviews

- Director of the Directorate for Development and Improvement of Education in the Languages of the Minor Ethnic Communities.
- Head of the Office for Students' Issues at the Faculty of Social Sciences (Faculty of Philosophy), one of the teacher faculties and ITE provider.
- Student, beneficiary of both measures: quotas for minor ethnic groups, and scholarship for Roma students.

Case Study 11: Malta – Unit on ‘Responding to student diversity in the primary classroom’

Context

‘Responding to student diversity in the primary classroom’ was first developed in 1996 for primary education teachers, initially aimed at preparing teachers for the inclusion of students with disabilities. However, with a significant increase in immigrant students in Malta since 2002, and through a Comenius Project in 2004-07, it shifted its focus to responding to the increasing students’ ethnic and cultural diversity (Bartolo et al., 2007a; Humphrey et al., 2006).

The unit was first offered as an optional course, and was later made compulsory for second and third-year Bachelor’s student teachers enrolled in primary education programmes at the University of Malta (until recently the only ITE institution in Malta)³⁰. This unit will be offered in 2016/17 to the existing cohort of B.Ed. second year students, but has been integrated in the new Master in Teaching and Learning in October 2016.

Short description

The unit aims at preparing student teachers to teach students with a diverse background, through gaining both theoretical knowledge and practical experience on diversity.

There are two main aspects of the unit’s activities:

1. Theoretical training: In the first semester, student teachers are introduced to the topics of diversity and inclusion, and to approaches on how these can be addressed in the classroom, including through the use of individual educational planning (IEP) (through reflection on one’s own background, discussion and group work);
2. Practical training: In the second semester, while student teachers are doing their six-week teaching practice, they have to identify a student who is having some difficulty in coping with learning and implement an IEP for that student’s inclusion in education process.

Student teachers can receive support from teacher educators during teaching practice, but direct support within the classroom is rarely provided. According to interviews, it seems difficult to ensure that all lecturers and mentors are prepared to enable students to respond to diversity. However, seminars are intended to be held for all university and school-based mentors.

The unit was developed following the work of two experts in inclusive education, and thanks to the leadership of the Department of ITE for primary education that welcomed the introduction of the unit in the regular ITE curriculum. Over the past ten years, the unit has made use of a Teacher’s handbook (Bartolo et al., 2007a), as well as a Tutor’s manual (Bartolo et al. 2007b), which were developed through a Comenius 2.1 project (2004-07) coordinated by the Faculty of Education of the University of Malta.

Evidence on effectiveness

As part of the unit activities, student teachers have to report on the impact of their project on the school pupil identified and on their own professional development. According to these reports, there were varying levels of success in helping pupils to achieve the learning targets, and engage in academic learning. Furthermore, they reported better interactions with peers and the development of a greater sense of belonging to their classroom.

The only formal evaluation of the measure was undertaken by the lecturer with one of the cohorts of 49 students who reported several positive impacts:

(1) recognising student diversities; (2) understanding and implementing an IEP; (3) reducing fear of and gaining familiarity with learner-centred approach; (4) gaining skills in planning and

³⁰ See: University of Malta, Study Unit Description Pre2806, 2015

implementing modifications to their lessons to meet individual student needs.

The main strength of the measure is that it blends theory and practice. Emphasis is put on differentiated theory and practice, mainly based on the approach by Tomlinson (2014). The main weakness is that the students are not followed-up specifically by the teacher educator during their teaching practice (apart from having student teachers' reports on their practical assignments), and rely on other teaching practice supervisors. Ideally, the lecturer would visit the student teachers at least once during their teaching practice.

The unit has been implemented since 1996, but will be transferred from a four-year B.Ed. programme to a two-year post-graduate Master's programme, following the change of Malta's ITE structure. Because of this transfer, the unit faced the reduction of ECTS offered. Furthermore, the unit will become an official part of student teachers' school observations and teaching practice with supervisors or mentors supporting the students to recognise difference and address it effectively during teaching practice. The practice (observation and participation in teaching) is planned to last during whole year, different issues such as assessment, goal setting, lesson adaptation and practice evaluation will be performed. However, at the same time there are concerns that diffusing diversity into practice placements and in subject pedagogy will cause the current coordinated delivery from specialised teacher educators lose its specific focus on diversity.

The main challenge for the sustainability of this unit is the readiness of the ITE provider to include a four-ECTS unit of this type in the regular ITE curriculum. This is particularly the case in shorter ITE programmes such as one-year post-graduate training, where the input on pedagogy related directly to the teaching of a specific subject takes up most of the programme, while teacher educators may not give priority to diversity.

Key success factors

The factor that helped introduce this unit at national level was the perception by both the education system and ITE providers of the need to prepare teachers to address diversity in their classrooms. This was the result of the development of a movement towards inclusive education through activities from NGOs and lecturers so that, even if not everyone agreed, the Faculty of Education declared itself in favour of inclusive education. This process was also part of a political process in which Malta's two major political parties declared themselves in favour of rights of persons with disabilities for equal opportunities and inclusion in mainstream education (Bartolo, 2010). Within this context, it became possible to convince ITE providers that preparing teachers for diversity is a priority, and that it represents both an issue of theory and practice.

Other crucial elements for effective implementation of the unit include:

- Teacher educators must be experts in inclusive education, and particularly culturally responsive education and differentiated teaching;
- The project assignment that students are to implement during their teaching practice should be clearly explained;
- Theoretical sessions should engage students actively and include group and individual exercises on the identification and assessment of student needs, on setting individual educational goals, and on the organisation and resources needed for differentiated lessons;
- Following teaching practice, students should have tutorial sessions in which they present their project and reflect on their experiences.

The Maltese experience suggests that effective measures for educating teachers towards respecting and responding to the various student diversities do not stand on their own. They need to be part of the development of national awareness of the injustice of discriminatory attitudes, of an understanding of the values of dignity and human rights, and of the development of the education system and whole school policies and practices towards more

inclusive education.

Transferability

The unit has been discussed in international seminars (Bartolo, 2008; Bartolo and Mallia, 2011), and the principles of the approach have been described in a text for teacher educators which stresses the importance of teacher educators as well as teachers for self-reflective activities towards the development of an openness to cultural diversity (Bartolo and Smythe, 2008). The main reading text (Bartolo et al., 2007a) and tutor's manual (Bartolo et al., 2007b) on how to organise the training have been downloaded by scholars worldwide (as recorded on Research Gate) and the text is used for the training of teachers.

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Interviews

- Senior Lecturer and previous Head of Department of Primary Education, Faculty of Education, University of Malta
- Head of Department, Inclusion and Access to Learning, Faculty of Education, University of Malta
- Two responses to a written questionnaire by 2nd and 3rd year B.Ed. students, obtained anonymously, through their Student Representative.

Case Study 12: The Netherlands – Parents with a Migrant Background speak at ITE Institutions (*Allochtone Ouders Spreken op PABO's*)

Context

The initiative to have parents of migrant children speak at ITE institutions was developed and implemented by the National Council of Migrant Parents in the Netherlands (*Platform Allochtone Ouders en Onderwijs*, PAOO), which was part of FORUM (Dutch Institute for Multicultural Issues, created by the Dutch government in 1996). The Government of the Netherlands was responsible for the funding of this initiative, meant to be a 3-year project (2006-2009).

PAOO was implemented in cooperation with national organisations for parents in education (*landelijke organisaties voor ouders in het onderwijs*), the National Consultation Minorities (*Landelijk Overleg Minderheden*) and the Islamic School Board Organisation (*Islamitische Scholen Besturen Organisatie*)³¹. The project was implemented in ITE institutions, targeting student teachers.

Short description

The main aim of PAOO was, through a network platform, to strengthen the involvement of parents with a migrant background in education, especially with respect to the education of their children. Secondary aims were to increase the representation of parents with a migrant background in parental associations and other formal education bodies, as well as to improve school-community relations³². These broader aims led to the initiative to have parents of children with a migrant background give guest lectures and talk directly to student teachers about education issues affecting migrant communities, so that the students would be better informed about the needs of children from these communities.

An additional (indirect) aim of the parents was to strengthen the educational engagement of children by having parents serve as role models. According to the initiators of the programme, speaking to student teachers would raise the status of the parents, raise awareness among migrant communities and their children (through informal conversations at home) and strengthen connections between minority communities and teachers.

Teams of parents (of migrant children) spoke in ITE classrooms, using a standard presentation as a main resource. Role-plays around critical issues were also critical education tools. The parents were first briefed on their role and expectations.

The guest lectures built on the personal experiences of the parents, but focused mostly on:

- expectations about education;
- visualisation of classroom situations and critical incidents;
- language development and multilingualism; and
- gaps with respect to language and maths.

PAOO local initiatives (local platforms) came into existence in 30 counties across the Netherlands³³. Consultation by FORUM with ITE providers, as well as discussions with various stakeholders, led to the conclusion that student teachers, mostly white and middle class, had little experience with diversity in their own lives and in their school careers, partly due to residential and school segregation. According to interviews, they also lacked insight into the

³¹ See: www.defonteinbreda.nl/wp-content/uploads/2015/09/2015-09-20-PAOOalgfolder08.pdf. Accessed 01.02.2017.

³² See: www.nro.nl/wp-content/uploads/2014/11/Ouders-en-innovatief-onderwijs.pdf. Accessed 01.02.2017.

³³ See: www.nro.nl/wp-content/uploads/2014/11/Ouders-en-innovatief-onderwijs.pdf. For instance, the Amsterdam platform consisted of 15 mothers and grandmothers (see: <http://www.onderwijsconsument.nl/lokaal-platform-presenteert-zich/>). Accessed 01.02.2017.

kinds of socioeconomic, religious and cultural diversity they would encounter when they embarked on their teaching career, and especially how to address this in their teaching. National and international research had confirmed that parents of minority children faced multiple obstacles in entering the 'school culture' of their children and had little voice (Vincent & Martin, 2002; Smit & Driessen, 2007).

The main inputs for the implementation of this project were:

- government funding;
- time and availability parents;
- cooperation of ITE providers.

Evidence on effectiveness

Since this sub-project took place towards the end of the PAOO project period, only several dozen guest lectures took place before the practice was discontinued³⁴. No official or formal evaluation of this particular sub-initiative took place (though PAOO was evaluated comprehensively and externally), though the external evaluators were aware of this initiative. Both the evaluators of the overall PAOO project, as well as the initiators, indicated this was an especially promising initiative. The initiators of the project pointed to local internal feedback that student teachers had gained a great deal of insight they could never have read about in their textbooks or from their teacher educators. Students had commented that the guest lectures were 'real'. A key presenter and organiser of the guest lectures commented that it was rare to meet students who had any meaningful contact with Dutch multicultural society. In addition, very few students came from a multicultural background themselves³⁵.

The evaluators of the PAOO project³⁶ indicated that although they felt that the initiative at ITE providers was inspirational and innovative (they did not contest the observations of the organisers), they felt that the implementation of the guest lectures was too ad hoc and poorly planned. According to one external evaluator interviewed, better planning and a more systematised approach was needed because the guest lectures did not 'fit' into the way education generally took place at the provider level. There was (and is) no tradition of having parents speak to students directly, or a structure that supported this. According to interviews, presently, the students only watch videos of parents talking. This posed major challenges for sustainability and the cost-benefit aspect of the initiative.

The parents with a migrant background indicated, according to the internal project feedback (to the organisers), that they enjoyed talking to student teachers, but that they also had become much more critical of the manner in which their own children were being educated. According to the project leaders, guest lectures had helped parents become more empowered and vocal. This led to significant criticisms among the parents aimed at educational authorities. This was expressed in opinion papers in newspapers and in meetings with politicians (such as city council members) and educational authorities. In addition, it led to confrontations with more formalised parent associations (with little if any migrants).

Strengths of the project:

- Direct involvement of parents (of migrant children) in educating future teachers, helping them to increase their intercultural awareness;
- Giving students the ability to speak directly to the parents of migrant children;
- Mobilising migrant communities around education issues;
- Building relationships between ITEs and migrant communities; and
- Building a network of parents of migrant children.

³⁴ Guest lectures took place at ITEs in Deventer, Hengelo and Utrecht.

³⁵ An interviewer mentioned that of the 40 students she addressed in Deventer, only one had a minority background (Turkish-Dutch) and only eight had any experience with individuals from a minority background.

³⁶ For evaluation of overall project see: <http://docplayer.nl/3843758-Innovaties-in-ouderbetrokkenheid-en-ouderparticipatie-evaluatie-project-platform-allochtone-ouders-en-onderwijs-mei-2009.html>. Accessed 15.11.2016.

An indicator of the strength of PAOO initiatives is that it received the Alcuin Award in 2008 from the European Parents Organisation (EPA), “considering the relevance of a project to the integration of immigrant children and families to be one of the most important problems of our times, considering the merit of participation by all parents’ associations of the country and considering the quality and execution of the design”³⁷.

Areas for improvement:

- Three-year project only;
- Too dependent on government funding. Political will to fund the measure disappeared with the arrival of a new (more conservative government);
- Too little grassroots initiative and community buy-in to survive funding cuts;
- Too ad hoc, spontaneous and poorly planned to impact ITE traditions and culture on a more permanent basis;
- Failed to anticipate and address the consequences of empowering the parents of migrant children (they became more demanding and critical of policy makers and schools);
- No costs were covered (e.g. travel to school) after measure discontinued – led to dissatisfaction among volunteers.

FORUM initially received an annual budget of several million Euro a year. As an institution, it functioned mostly as a knowledge centre. It organised debates about multicultural issues, published materials, and provided training. Successive Cabinets continued with the support of FORUM but the budget was gradually reduced. FORUM was discontinued in January 2015, because of policy changes that reflected the newly elected more conservative government, which has been less supportive of policies with a specific focus on (ethnic) minorities. Several incidents pertaining to financial spending practices also played a role in shutting down FORUM³⁸.

The evaluators emphasised that because of poor planning (PAOO in general) and limited grass roots (volunteer) initiative the costs were very high, and the benefits limited. This was a key finding in the evaluation report³⁹.

Key success factors

An analysis of the initiative to connect parents with a migrant background to ITE students shows that it is highly needed (too little experience, too little exposure in their education and limited competences among the students), highly valued and that it can be effective. The analysis also shows the importance of community support (as opposed to strong dependence on government funding) and that initiatives arise from ITE institutions themselves. It also shows how political changes in ideology, outlook and priority can affect (the success or failure of) this kind of initiatives.

Important contextual factors included:

- societal and political awareness that such an initiative was needed;
- existence of an institution (FORUM) with the experience to implement the measure;
- significant government funding at the time;
- existing networks – though loose – of parents of migrant children through FORUM and other community organisations;
- research showing gaps in representation between majority and minority community involvement with respect to active engagement in the education of their children; and
- availability and motivation of parents who cared about the educational attainment of their children.
- cooperation of ITE providers.

³⁷ See: www.ioc-ch.nl/index.php?option=com_content&task=view&id=311.

³⁸ See: www.volkskrant.nl/binnenland/ophef-over-salaris-en-declaraties-directeur-forum~a2436618/.

³⁹ See: <http://docplayer.nl/3843758-Innovaties-in-ouderbetrokkenheid-en-ouderparticipatie-evaluatie-project-platform-allochtone-ouders-en-onderwijs-mei-2009.html>

Transferability

Interviews from staff involved in the implementation of the measure as well the evaluation of PAOO noted that the measure was innovative and inspiring, and that it should have been continued, with some adjustments (especially better planning). FORUM no longer exists as an institution (shut down in 2015, mostly due to governmental views on diversity issues) so it would be more difficult to find a coordinating institution at the national level.

Existing networks of ITE institutions and website forums at ITE institutions around diversity issues⁴⁰ could constitute relevant delivery mechanisms (already in place in the ITE system) to introduce this practice at the national level.

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Smit, F., & Driessen, G. (2007). Parents and schools as partners in a multicultural, multireligious society. *Journal of Empirical Theology*, 20, (1), 1-20.

Vincent, C., & Martin, J. (2002). Class, culture and agency: researching parental voice. *Discourse: studies in the cultural politics of education*, 23, (1), 109-128.

Interviews:

- 2 Evaluators of the PAOO Project
- Chair PAOO and Hengelo Local Coordinator and trainer in the Enschede area
- PAOO Project Director

⁴⁰ See e.g. weblog of HAN in Arnhem and Nijmegen: <https://blog.han.nl/diversiteit/>

Case Study 13: Norway – The National Centre for Multicultural Education (NAFO)

Context

NAFO was established in 2004, and was initially responsible for the implementation of the governmental Strategic plan 'Equal Education in Practice! A Strategy for better learning and greater participation by language minorities in kindergartens, schools, and education 2004 - 2009'. A new mandate, based on the existing design, was outlined in 2010, with extended tasks, such as research and developmental projects and collaboration with universities and university colleges. This did not mean a break with earlier work, but entailed a continuation, with some additional responsibilities, including more cooperation with TE providers⁴¹.

The design of NAFO is based on collaboration with and assistance to multiple target groups in developing good teaching models to deal with diversity in education (The Ministry of Education and Research, 2007; OECD, 2009; NAFO, 2010). NAFO is addressing all educational levels, based on a comprehensive network model. The Centre's target groups are day-care centres, kindergartens, schools, and adult-education centres as well as administrators of schools and kindergartens, teachers, staff of the pedagogical psychological counselling services and professionals at universities and university colleges. This case study summary focuses in particular on NAFO's cooperation with Higher Education (HE)/Teacher education (TE) institutions, and other activities with relevance for TE. NAFO is funded by the Directorate for Education and Training (NDET).

Short description

According to its mandate (NDET, 2010), NAFO's aims, are to:

- Contribute to the national educational policy in a way that will provide children, young people and adults with an equal and adapted education of high quality in an inclusive community;
- Contribute to the multicultural perspective in kindergartens and schools by increasing the educational provisions to linguistic minorities and developing inclusive, multicultural learning communities. NAFO has also been an important partner in designing the curriculum of TE for bilingual teachers.
- Assist the HE sector/teacher education institutions in competence development.
- Take initiative to and contribute to the implementation of quality development actions related to subject didactic activity in cooperation with school owners and the HE sector/TE;
- Provide advice and assistance to university colleges and universities in their effort to realise national priorities/commitments that promote competence development in primary and secondary education;
- Act as a resource and cooperative partner for the other national centres, HE sector/TE and other national actors in their work to deal with diversity and multicultural education.

NAFO has established regional collaboration networks (the 'NAFO-wheel') in all Norwegian counties/regions across educational levels with focus-schools⁴², focus-kindergartens, kindergarten-owners and school-owners, the university/university college sector, and the education department at the county governor's offices. They meet once a year and discuss competence development, experiences, collaborative projects in the respective counties. HEIs mainly share experiences with partners across educational and administrative levels: providing information about what is going on in TE in the field (school owners, kindergartens and

⁴¹ See: <http://nafo.hioa.no/om-nafo/nafos-mandat/>. Accessed 01.02.2017.

⁴² NAFO has appointed focus schools at all levels, which are central parts of the network wheel. They operate as resource schools, often with great expertise and experiences in working with lingual and cultural minorities, which they are supposed to share with other schools in the municipality where they are situated.

schools), projects and conferences, opening up for further contact.

NAFO has also established a national network for school owners⁴³, for school owners in municipalities (kindergarten and compulsory schools) and for school owners in counties (upper secondary schools) in order to present good examples from the practice field, local development work, and exchange of experiences.

NAFO is cooperating with the actors in the networks via meetings, sessions, and conferences, courses and in-service training; collaborative projects; development and spreading/dissemination of information and guidance material, including examples of good practice; and presentation of results from research and development activities (Aamodt, 2014).

According to NAFO, the most important competence-building activities for the HE sector happens through cooperation with development projects, such as:

- 'Competence for Diversity (2013-2016)': national programme encompassing 21 municipalities and 7 counties involving local ITE providers for the professional/academic content. Target groups were staff in schools and adult education. The project aimed to prepare the participants for dealing with minority pupils and adults and promote the competence for multicultural education in ITE institutions (Aamodt et al, 2014; Lødding, 2015; NDETa, 2016).
- 'Education for newly arrived youths (2013-2016)': project led by ITE providers in 26 municipalities in seven counties including schools and adult centres. This project aimed to strengthen the collaboration with the HE sector, enhance consciousness-raising and increase the competence of school managers and teachers to deal with newly arrived youths (NAFOa, 2016; Eriksen, 2014).
- 'Knowledge of Roma /Taters (travellers) in teacher education 2015-2016': targeting HE-institutions, aims to ensure that the issue of national minorities is included in ITE programmes. A particular course will be tried out at one ITE provider and spread to all ITE providers.
- 'Inclusion and education for refugees' (project planned for 2018-2020): Day conferences to strengthen access to education and other services for the great inflow of refugees, organised by NDET in autumn 2016, involving both NAFO and the HE institutions (NDEtb, 2016). NAFO may provide inputs and courses for teacher educators on invitation from individual TE institutions.

Evidence on effectiveness

Participation in regional and national networks provides ITE institutions access to and knowledge about how the practice field is dealing with diversity in the classroom. The same apply to focus-schools, and the contact with the HE sector is important in order to keep multicultural issues in focus.

The project collaboration between NAFO and the HE sector has, through project grants, opened up for further research and generated more staff being involved in development work, which is an important pathway to increase the competence in this field in ITE. Furthermore, access to NAFO's digital portals has also been an important tool to increase consciousness and enhance intercultural competences in the HE sector. The Centre has received positive feedback from those who have participated from the HE sector in projects, networks, and conferences, including teacher educators (Aamodt et al, 2014).

Despite multicultural issues being embedded in the National framework for TE, the quality and depth of how the theme is dealt with varies greatly across ITE providers. According to interviews, institutions cooperating with NAFO have become more conscious in giving more

⁴³ School owners are those in charge of running public schools; the municipalities are owners of primary and lower secondary level, and the Counties of upper education and training, (headed by Directors of Education).

attention to diversity and inclusion in the actual teaching than before. NAFO (2015) reports an increased demand for and use of its digital resources.

Strengths of the project:

- Networks, which provide a strong foundation at all levels;
- NAFO staff, which represents great professional diversity (including teacher educators), is flexible and effective in taking on new tasks and assignments and carry them out;
- Stability and usefulness of the NAFO network model for establishing strong bonds between schools and ITE providers (mutual benefit by all parties, giving priority by NAFO to strengthen the bonds between partners, and political/public support of the model);
- Funds being allocated to the TE institutions in connection with projects.

Areas for improvement:

- NAFO shall assist the HE sector, but no similar requirement exists for HEIs to cooperate with NAFO. Cooperation often depends on goodwill from individual institutions. But most crucial for their full cooperation is that project funds are available.
- NAFO has no one employed in academic/scientific positions (Aamodt et al., 2014).

Resources, continuity of the contact, mutual trust between cooperating partners and cooperation are important for sustainability. As long as multicultural education is a high-stake issue in society, university colleges welcome all initiatives from NAFO.

NAFO receives an annual basic grant, which covers only part of the annual budget. Most of the funds are transferred throughout the year connected to external assignments and projects. This leads to uncertainty and unpredictability for long-term planning, and is affecting the situation of extra staff being hired to carry out projects.

Key success factors

Norway has strengthened multicultural perspectives as mandatory parts of ITE in the new four-year differentiated programme introduced in 2010. Most universities and university colleges in Norway also provide optional, in-service, supplementary training programmes, (one-to-five-day training courses to full Master's degrees in multicultural understanding and multicultural pedagogy) (Følgjegruppe, 2013). However, student teachers report that they do not feel that they had sufficient knowledge of diversity-sensitive pedagogical concepts and practices (Følgjegruppe, 2015).

There are great regional variations between ITE institutions in adapting and implementing the requirements of the National framework curriculum (Følgjegruppe, 2014). Institutions have a high degree of autonomy, both with regard to implementing the national curriculum and priorities given in employment policies (e.g. regarding hiring people with expertise in multicultural issues or not). Some providers have a high profile in the diversity field, other have other themes as high-stake issues. Multiculturalism has to be addressed in all subjects in teacher education programmes (Følgjegruppe, 2015). The government's focus on TE creates an important opportunity to develop a new ITE framework that explicitly addresses the needs of immigrant pupils within mainstream teaching in school (OECD, 2009; Følgjegruppe, 2014).

Important factors for NAFO's success include:

- Nationally based and supported;
- Multi-level networks and emphasis on an integrated approach connecting educational levels (Aamodt et al, 2014);
- Stimulating working environment with a dedicated and highly competent staff⁴⁴;
- Functional and accessible home page and digital resources;
- Minimum of internal resources are required to contact persons at the TE institutions with

⁴⁴ NAFO is organised in a way that promotes regional cooperation across educational levels. Each member of staff, is responsible for following up the work in two to three counties, in addition to undertake tasks requiring their particular expertise in particular areas and experience from particular educational levels

- responsibility to take part in the network cooperation with NAFO;
- Stability of contact persons at the university colleges is also important;
 - External funds from NAFO to undertake projects are crucial contextual factors to secure participation by TE institutions;
 - Political support: autonomy of TE institutions (in terms of limiting the direct influence of NAFO), and access to project funds which stimulates participation by TE institutions.

Other crucial elements for NAFO's effective implementation include:

- Diversity included in the national ITE curricula;
- Projects initiated and coordinated by NAFO, are manageable and very well planned;
- NAFO is an easy partner for the TE institutions to cooperate with, particularly due to its non-bureaucratic mode of working;
- Available academic resources, time, and capacity at the university colleges.

However, the lack of funds earmarked for dealing with diversity in TE and participate in development work and research limits the sustainability of NAFO. In order to get more lasting effects of NAFO's cooperation with ITE providers, diversity should be prioritised at the policy and ITE level. There is a risk that the responsibility for dealing with diversity still rests with a few particularly dedicated people, rather than being a responsibility for all teacher educators. The cooperation with NAFO has in some cases contributed to increase the chance of getting multicultural themes on the map, and paved the way for inclusion in curricula.

Transferability

The results from activities and projects are delivered through the following mechanisms within the ITE/education system:

- Governmental home pages and national conferences;
- NAFO's home page;
- National framework curriculum for teacher education.

Despite the positive experiences with the NAFO network model, communication about interesting activities and results could be improved with more active initiative and help from school owners (e.g. NAFO's home page, digital material), to improve availability for schools outside the 'wheel'.

On the international level, NAFO participates in SIRIUS⁴⁵, the EU's network on education for migrants. A recent cooperation with Latvia that concerned the development of competences with regard to working with minority lingual families was based on the NAFO model. It was a successful project, resulting in an invitation to undertake a similar project in Estonia.

NAFO is also engaged in a Nordic cooperation on multilingualism in the Nordic countries (*Flerspråklighet i Norden*, FLIN), involving exchange of knowledge and experiences for actors at all governance levels (municipalities, regions, and state). Particular emphasis is on the development of ICT for working with multilingualism in TE and education⁴⁶.

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Følgjegruppe, *Grunnskolelærerutdanningene etter fem år. Status, utfordringer og vegar vidare*.

⁴⁵ See: <http://www.sirius-migrationeducation.org/>

⁴⁶ See: <http://nafo.hioa.no/flin-flerspraklighet-i-norden/>



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Interviews

- Teacher educator at Østfold University College
- Leader of NAFO
- Senior advisor and Vice-leader at NAFO
- Principal at a primary school/focus-school in Østfold county.

Case Study 14: Slovenia – Criteria for accreditation of study programmes for teachers (*Merila za akreditacijo študijskih programov za izobraževanje učiteljev*)

Context
<p>This policy on the accreditation of study programmes for teachers was initiated by the Slovenian Ministry of Education. Between 2008 and 2011, there was a need to modernise the pre-existing regulation on the accreditation of higher education programmes, which was unsuitable in relation to the changes that came with the Bologna process. An outline was proposed, debated and aligned on several occasions between the Minister and the deans of Faculties that provide ITE study programmes. In 2011, a consensus was reached and the Slovenian Quality Assurance Agency for Higher Education (<i>Nacionalne agencije Republike Slovenije za kakovost v visokem šolstvu</i>, NAKVIS) formally adopted the Criteria for accreditation of study programmes for teachers⁴⁷.</p>
Short description
<p>The criteria for accreditation of study programmes for teachers aim to support the autonomy of teachers: when they enter the profession, teachers should be able to autonomously use the competences achieved.</p> <p>General competences (Criteria, Art. 5) are divided in to four main categories:</p> <ol style="list-style-type: none"> 1. Efficient education (with 17 sub categories); 2. Cooperation with professional and social environment (three sub-categories); 3. Competence for professional development (three sub-categories); 4. Organisational and leadership competence (five sub-categories). <p>Issues relevant for diversity in the classroom fall under 'Efficient education': providing a safe and supportive environment for learning, respecting personal differences, positive attitude towards students in relation to their social, cultural, language, and religious background.</p> <p>Moreover, the criteria aim at increasing the accountability in ITE provision, following the principles of the Bologna Process. Specific paragraphs and sub-competences that imply the implementation of diversity in ITE were conceived as part of requirements of the Convention on the Rights of the Child. The Criteria are used for (re)accreditation of ITE study programmes by NAKVIS.</p> <p>The measure aims at aligning existing practices with the principles of the Bologna Process and with the national regulation. All study programmes that provide nationally/internationally acknowledged degrees need to be accredited. Initial accreditation or re-accreditation is granted for a maximum period of seven years. The accreditation procedure includes self-evaluation, an assessment and a report prepared by an expert group, and the decision of the NAKVIS.</p> <p>Before the adoption of the founding charter, the founder must obtain a decision on accreditation of a higher education institution, while study programmes become certified upon being granted accreditation⁴⁸. There are additional criteria for ITE study programmes. The competences related to diversity need to be applied in a cross-curricular way, as an integral part of ITE study programmes. However, since the criteria are formulated too broadly, there is a big room for interpretation when it comes to the design of specific ITE programmes.</p> <p>Diversity is still an evolving and new concept in Slovenian education discourses. However, the concept is emphasised in policy, research and practice. Equity and equality, justice and fairness,</p>

⁴⁷ See: <http://www.uradni-list.si/1/objava.jsp?urlid=201194&stevilka=4013>. Accessed 15.11.2016.

⁴⁸ See also: *Criteria for accreditation and external evaluation of Higher Education institution and study programmes* <http://pisrs.si/Pis.web/pregledPredpisa?id=MERI35>. Accessed 15.11.2016.

multiculturalism, inclusion have become part of the dominant discourses in Slovenian debates on education policy.

Evidence on effectiveness

The main result of this initiative is that basic conditions for the development of general competences for (future) teachers are ensured. The measure is part of a regular re-accreditation process. Since it is implemented as an integral part of ITE study programmes, the effects are not measured nationally. They can at least partly be found in results of the TALIS survey from 2008.

Discourses on equity and equality, justice and fairness, multiculturalism, and inclusion have a long tradition in the field of education in Slovenia. However, there is still room for improvement in different areas regarding diversity. Until recently, Slovenia has had a relatively stable profile and flow of migrant population. Most of them were economic migrants from former Yugoslav republics or South East Europe. This is one of the main reasons why Slovenia does not yet have any specific discourse on diversity in education, and why competences regarding diversity have not yet been one of the dominant interests of ITE programmes.

The main strength of this measure is that it is a national regulation, and that it has been implemented at all ITE providers. Its weakness, in relation to the conceptualisation of diversity, is that the measure is currently too broadly formulated. It appears to be more in line with the Convention on the Rights of the Child rather than the concept of diversity in narrower sense – which in Slovenia is not yet defined as such. The Criteria offer possibilities for the implementation and operationalisation of diversity in the classroom, which would require further research, including aiming at assessing the extent to which student teachers do acquire competences for dealing with diversity in the classroom.

Key success factors

The most important condition for the measure to be introduced was a high consensus on the need for new accreditation policy between the Ministry and the faculties that provide ITE study programmes. All the parties had mostly common interest – alignment with Bologna criteria, providing security and autonomy for teachers and study programmes. The measure could be strengthened through reflective, self-evaluation practices of study programmes and individual teachers/subject. This could be done by establishing a dialogue between government, experts, teachers and collecting feedback on what policy mechanisms, instruments they have or lack to be able to deal with cultural diversity in classrooms and schools.

Transferability

The Slovenian national education system and its Quality Assurance Agency are unique and exposed to specific and complex contexts. The question of transferability of the criteria for the accreditation of ITE programmes would need further research and analysis.

References and list of interviews

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Interviews

- Ministry of Education Science and Sport, Head of the Human Resources Development Office.
- Faculty of Education, University of Ljubljana, Head of the Department of Social Pedagogy
- Slovenian Quality Assurance Agency (NAKVIS).
- Vice-Dean responsible for Quality Assurance, Faculty of Education, University of Ljubljana

Case Study 15: Slovakia – Multicultural education as a cross-cutting theme in education (*Multikultúrna výchova ako prierezová téma vo vzdelávaní*)

Context

The project on 'Multicultural education as a cross-cutting theme in education' was initiated by The Ministry of Education. The State pedagogical institute (SPI) is responsible for the design of the State educational programme (general curriculum) which provides the main goals, activities and background information for the introduction of multicultural education in schools. The multicultural education project was introduced into the Slovak educational system after the school reform in 2008. The national school curriculum was introduced for the school year 2008/2009.

All schools (public, religious, and private), are obliged to implement multicultural education as a dedicated cross-cutting theme. In Slovakia, some topics in education, such as media, personal development, environmental education, or multicultural education, are generally not taught as a separate subject, but should be incorporated into other subjects, or transversally into all subjects.

The main target groups of this measure are pupils in kindergartens, primary and secondary schools, and their teachers. Student teachers have not been involved in the implementation of this measure. However, student teachers receive part of their practical preparation in schools, and some of them teach multicultural education (no data is available on how many of them have been involved in this activity).

Generally, ITE providers are not involved in this process. The main author of the State educational programme is a teacher educator at the Pedagogical Faculty in Bratislava and holds a course on 'Multicultural education'. However, multicultural education is not systematically implemented at the level of ITE providers. Universities possess a high degree of autonomy in the design of their study programmes. Nevertheless, some Pedagogical Faculties (Bratislava, Banská Bystrica, Prešov) chose to teach multicultural education.

Short description

According to the national school curriculum, the main aim of multicultural education is to develop knowledge on different traditional or newly emerging cultures and subcultures among pupils. Another aim is to contribute to the acceptance, respect and tolerance towards minorities and migrants. Thanks to multicultural education, pupils have the chance to become familiar with their own culture and reflect upon other cultures and traditions. Pupils learn how to communicate and cooperate with people from different cultures in a constructive way (State educational programme, 2011).

Specific aims of multicultural education include:

- Support the individual consciousness of pupils, teach them how to maintain social and emotional bonds with different people;
- Promote their self-esteem, encourage creativity in interacting with others, especially the disadvantaged pupils;
- Provide appropriate incentives for experience the diversity, encourage curiosity and interest in the environment;
- Learn to acknowledge and respect cultural diversity;
- Learn how to resolve the conflicts in non-violent way, how to cooperate and communicate with people from different cultures in safe environment (State educational program, 2011).

There are no prescribed activities within the multicultural education project. Schools have the autonomy to incorporate multicultural education into their school practice or curriculum. ITE

providers are free to design their own educational programmes and are not obliged to provide courses on multicultural education.

The national curriculum recommends suitable forms or activities for multicultural education, such as “experience-based methods of education”, collaboration with relevant stakeholders. Multicultural education is implemented differently across Slovakia, either incorporated into the curriculum of all subjects taught in school, or as a separate subject. Other schools use this measure as an extra-curricular activity after school (Petrasová et al., 2010)

Evidence on effectiveness

Multicultural education is a compulsory cross-cutting theme for ISCED 0-3. A recent evaluation study of human rights and multicultural education has shown positive results in the perception of diversity amongst students, parents, teachers and directors of schools (Ondrášová, 2015). Teachers reported the “development of communication skills, increased tolerance to the opinions and attitudes of other people, less critical view of the differences” among their students (Ondrášová, 2015: 16). Students themselves reported improvements in the possibility to discuss and get quality materials regarding human rights, including practical examples and exercises, although practical examples are scarce (Ibid.). However, there seems to be a lack of interest in human rights outside mandatory courses, and teachers showed downward interest in human rights education (Ibid.).

According to the evaluation study results and interviewees, the impact of multicultural education depends on individual teachers and the extent to which they promote multicultural educational goals outside the classroom. In addition, pupils tend to be very sensitive to negative attitudes and narratives towards diversity in the public discourse. The evaluation report does not take into account student teachers, as it only tested the change of attitudes amongst students, parents, teachers, and directors of schools.

However, interviewees underlined that multicultural education as a compulsory cross-cutting subject in the state educational programme represents a progress, particularly in the current Slovak political context, characterised by a growing hostility towards migrants and minorities.

The fact that the implementation of multicultural education highly depends on the willingness of schools and teachers themselves seems to be both a strength and weakness. This implies that there are not enough materials for individual subjects, and that teachers often do not know how to apply it. Interviewees mentioned that there is a lack of concrete materials for its implementation in other subjects (such as history, civics, arts or languages).

In addition, as schools are free to implement multicultural education the way they want to, the topic is sometimes provided in a purely formal way. Interviewees reported examples of schools which created stereotypical “intercultural afternoons” (e.g. activities where pupils get to know different cultures through pictures, music or food). Another example occurs when teachers use stereotypical language or racist views against other students (such as Roma or Jewish students at school).

Interviews showed that while multicultural education is formally supported, respect of diversity and human rights is not a key priority when designing the curricula, as educational authorities rather encourage practical subjects that are being tested at schools (such as maths and languages).

Key success factors

Multicultural education was integrated in 2008 in the context of increasing globalisation, migration and intra-European mobility. The proposal of the National strategy for the implementation of European year of intercultural dialogue also included the need for the adoption and implementation of policies, which would focus on managing cultural diversity and stress mutual respect and tolerance among different ethnic groups. This was one of the main

inputs for introducing multicultural education (Petrasová et al., 2010). However, there was not enough time for the preparation of guidelines, curricula or standards for multicultural education, since schools had only two months to prepare. For the measure to be effectively implemented, implementation support and creation of an appropriate delivery system (i.e. initial and continuous teacher education, methodological guidelines, etc.) is needed.

This case clearly shows that the inclusion of multicultural education into national education strategies does not yet guarantee its effective embedding into school and teacher education curricula if there is no follow-up. The introduction of a school subject on multicultural education cannot help to increase tolerance in society when students with a diverse background are segregated into different classrooms, or at schools where teachers and school staff hold racist views and where their attitudes are not challenged by training programmes.

Furthermore, the cross-cutting approach to multicultural education is not sufficient if the political discourse encourages stereotypes, racism, or does not respect differences. In addition to these crucial contextual factors, some interviewees reported that the measure could work more effectively as a subject in itself with less formal activities, rather than as a cross-cutting topic.

Transferability

Interviewees reported that this measure could be adopted in other countries, if adapted to the specific needs of the local contexts. For an effective transferability of this measure to other countries, a more intense preparation, professional development initiatives for teachers and continuous support from the state or other experts would be needed.

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- Student teacher, Comenius University, Bratislava.
- Author of the evaluation study, Ministry of Education, Bratislava.

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ISBN: 978-92-79-63798-8